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ABSTRACT

This guide contains instructional materials to aid business education teachers in teaching business skills in Alaska secondary schools. The materials include five units covering the following topics: human relations as a separate unit and as integrated into other daily activities such as planning and organizing work activities and grooming, communications (telephone, letters, resources and references), data processing (backing up files, computer terms and definitions), bookkeeping/accounting (computers in small businesses), and secretarial (making travel arrangements). Each unit contains a unit objective, specific objectives, notes to the instructor, information sheets, activity sheets, answers to activity sheets, unit test with answers, and resources and references. (KC)

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Business Education
Resources

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Bill Sheffield, Governor

Developed by the . . .

ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

Marshall Lind, Commissioner

Gerald D. Hiley, Director for
Vocational Education

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INTRODUCTION

In 1985, the Alaska Department of Education developed the Business Education Curriculum Handbook. This volume, Business Education Resources, was developed as a supplement to the curriculum handbook.

The instructional materials included here were adopted or adapted by a task force of Alaskan business educators after examining a wide variety of materials. The task force focused on competencies from the curriculum handbook for which materials were not readily available to Alaskan teachers. They felt it was important to stress human relations, communications, and the use of computers in the classroom. The materials included in this book reflect those priorities. A format was chosen which will enable teachers to use the materials directly with students, with little or no adaptation needed.

In the short time the task force had available, it was impossible to do anything but "scratch the surface." It was, however, effort properly spent if business teachers who use these materials gain some time they can divert to other aspects of their programs.

ACKNOWLEDGEMENTS

The following individuals spent many hours reviewing available curriculum materials and adopting or adapting them for use by Alaskan teachers:

Gwen Horvath
Business Instructor
Anchorage Career Center

Kent Wegener
Business Instructor
Petersburg High School

Korlyn Williams
Business Instructor
Wasilla High School

Appreciation is also expressed to Susan Sloan Doherty of The Northern Institute, who coordinated the curriculum adaptation project, and to Danelle Corrick of The Northern Institute, who developed the final copy.

Other states have developed excellent curriculum materials. Sections of this book reflect adoption of materials from Texas, Maryland, and Wyoming; the source is cited whenever material was adopted.

Special thanks go to the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE), which provided curriculum materials for review.

Verdell Jackson
Vocational Curriculum Specialist
Adult and Vocational Education

HUMAN RELATIONS

HUMAN RELATIONS

Goal 2.0: Students will be able to apply habits and work attitudes needed for successful employment in business.

The following materials can be used to help students achieve goal 2.0 in the Business Education Curriculum. Other sources for human relations materials include:

Basic Skills for the Trades, Alaska Department of Education, University of Alaska, and the Job Training Partnership Education Consortium, 1985. Available from the Vocational Materials Library, Office of Adult and Vocational Education, Box F, Juneau, AK 99811, (907) 465-2980. Modules HR-1 to HR-8 deal specifically with Human Relations.

The Electronic Office and You: Managing Your Productivity, Gregg McGraw-Hill.

General Clerical Duties and Related Information, Occupational Curriculum Lab, East Texas State University, Commerce, TX 75428, (214) 886-5623. 1981. Both teacher and student manuals are available.

Leadership Alive: A Handbook of Exercises and Resources for Leadership Development, Jane Taylor Wilson, 800 Roberto Avenue, Santa Barbara, CA 93109, 1984. This handbook includes group activities which can be used in the classroom to teach group dynamics and leadership skills. It also contains an excellent resource section.

Leadership Development, George Shinn, Gregg McGraw-Hill, 1981. This book contains information on personality development; management techniques; and personal appearance, business and social success.

Leadership Development Series, Office Education Association, 5454 Cleveland Avenue, Columbus, OH 43229, (614) 895-7277.

Pre-Employment Competencies Resource Guide, Alaska Department of Education, 1985. Available from the Vocational Materials Library, Office of Adult and Vocational Education, Box F, Juneau, AK 99811, (907) 465-2980.

There are two options for teaching Human Relations. One is to stress Human Relations as a separate unit. The other is to integrate Human Relations into other daily activities.

HUMAN RELATIONS

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify the basic concepts of human relations in all types of interpersonal relationships. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Define terms associated with human relations.
2. Identify skills needed for positive human relations.
3. Identify ways to establish and maintain positive employer-employee relationships.
4. Identify ways to encourage positive co-worker relationships.
5. Identify basic guidelines for serving customers.

from General Clerical Duties and Related information, Occupational Lab, East Texas State University, Commerce, TX. 1981. pages 43-75

HUMAN RELATIONS

NOTES TO THE INSTRUCTOR

I. Preparation for Unit

   A. Preview unit and gather any additional resources and references to supplement unit.

   B. Arrange for a school counselor, vocational counselor, or counselor from a community agency to speak to the class about human relations.

   C. Design a bulletin board illustrating human relations on the job and in other relationships.

II. Objective Sheet

   A. Discuss the unit and specific objectives.

   B. Add any objectives for any information added to the unit.

III. Information Sheet and Activity Sheets

   A. Discuss the information presented. Give examples to illustrate the discussion.

   B. Have students complete Activity Sheets 1-8.

      1. Activity Sheets 2, 3, and 4 are designed to aid the student in self-awareness.

      2. Have students complete Activity Sheet 5 individually; then, lead the class in discussing why each choice is best.

      3. Activity Sheet 6 is a class participation activity.

      4. Activity Sheets 7 and 8 could be either an individual activity or a group/class participation activity.

IV. Answers to Activity Sheets

   A. Answers are provided for Activity Sheets 1 and 5.

   B. Activity Sheets 2, 3, and 4 do not require evaluation. Instructor should be certain students understand instructions and goals of the activities.

   C. Activity Sheets 6, 7, and 8 are to be evaluated to the satisfaction of the instructor.

V. Unit Test

   A. Give the test upon completion of the unit and activities.

   B. Add test parts to correspond to any information added to unit.

VI. Answers to Unit Test

VII. Resources and References

   A. HUMAN RELATIONS IN BUSINESS
      Steven Eggland and John Williams
      South-Western Publishing Co.
      5101 Madison Rd.
      Cincinnati, OH 45227

   B. PSYCHOLOGY: HUMAN RELATIONS AND MOTIVATION, 5th ed.
      Laird, Laird, Fruehling, and Swift
      Gregg Division/McGraw-Hill Book Co.
      Princeton Rd.
      Highstown, NJ 08520

   C. TODAY'S WOMAN, 3rd ed.
      Helen Whitcomb and Rosalind Lang
      Gregg Division/McGraw-Hill Book Co.
      Princeton Rd.
      Highstown, NJ 08520

   D. SUCCEEDING IN THE WORLD OF WORK
      Grady Kimbrell and Ben Vineyard
      McKnight Publishing Co.
      Bloomington, IL 61701

   E. ENTERING THE WORLD OF WORK
      Grady Kimbrell and Ben Vineyard
      McKnight Publishing Co.
      Bloomington, IL 61701

HUMAN RELATIONS

INFORMATION SHEET

I. Terms and Definitions

A. Communication--the exchange of an idea or a message which results in a high amount of understanding between the sender and the receiver.

B. Empathy--the ability to see and feel things from another person's point of view.

C. Human relations--refers to the relationships between people.

D. Human relations skills--skills that help you have positive relationships.

E. Initiative--being a self-starter; seeing work that needs to be done, and doing it without waiting to be told to do so.

F. Positive human relations--the ability to get along with many different people under varying circumstances.

G. Self-awareness--how well you know yourself.

H. Self-image--how you feel about yourself.

I. Tact--a sense of knowing what to do or say in order to maintain good relations with others and to avoid offense.

J. Tolerance--the ability to endure irritations, habits, or mannerisms that may bother you.

K. Values--your personal beliefs as to what is good or bad, right or wrong.

II. Importance of Positive Human Relations

A. Most of a person's time is spent with other people.

B. This time is happier and more productive if relationships are well adjusted.

C. Approximately eighty-one percent of all jobs are lost because of the inability to get along with other people.

III. Human Relations Skills

A. Self-awareness

The first step to understanding and accepting other people is to know and accept yourself. The following items can help you discover more about yourself.

1. Values
    - a. What is important to you
    - b. What is right or wrong
    - c. What is good or bad
2. Strengths and weaknesses
    - a. What are your good and bad points
    - b. What skills do you have
    - c. What personal traits are likeable and which need improvement
3. Self-image
    - a. How you may feel differently about yourself at times, depending on the situation.
    - b. How your self-image is greatly influenced by how other people react toward you.

B. Communication

The two basic forms of communication--verbal and nonverbal--are used to convey the message from sender to receiver.

1. Verbal communication
    - a. The words used in speaking and writing.
    - b. Choice of words is important for precise meaning.
2. Nonverbal communication
    - a. Physical gestures, facial expressions, tone of voice are forms of nonverbal communication.
    - b. Help emphasize or describe the message being communicated.
    - c. Feelings often most effectively communicated nonverbally.

C. Empathy

1. Listen to what the other person is saying.
2. Try to put yourself in his/her place to see his/her point of view.

IV. Applying Human Relations Skills on the Job

   A. Employees who work well with their employer and co-workers are happier and more productive.

   B. Co-workers are not always those with whom you would choose to be friends.

      1. Their values may differ from yours

      2. You may not like their lifestyle or personality.

   C. It is important to cooperate with co-workers. Team efforts are essential.

   D. Respect another person's right to be different.

   E. Human relations skills are helpful when unusual circumstances (absentees, rush orders, for example) put excess demands on employees.

      1. Be willing to perform extra duties when necessary.

      2. Show initiative. Start work assignments you know must be done without waiting to be instructed to do so. Keep busy.

   F. A positive attitude is "catching." It encourages the same in others.

V. Establishing Satisfactory Employer-Employee Relationships

   A. Remember that employers are people, too. Just like you, they:

      1. Have interests outside of work.

      2. Have good days and bad days.

      3. Like to receive compliments.

      4. Sometimes have difficulty accepting criticism.

   B. Respect, don't fear, your supervisor. (Remember that the supervisor probably held a lesser position before becoming a supervisor.)

   C. Suggestions a worker can use in learning to get along with a supervisor.

      1. Be responsible, dependable.

         a. Get to work on time, and work up until quitting time.

         b. Always notify the employer if late arrival or absence is necessary.

c. Work consistently.

    (1) take breaks only at designated times.

    (2) avoid wasting time in excess talk.

    (3) limit personal telephone calls.

2. Show interest in the job.

   a. Learn about the company, its policies, administration, products, etc.

   b. Be conscientious of your work. Be neat, thorough, and accurate.

   c. Follow instructions carefully and ask questions if you do not understand.

   d. Be flexible; schedule and work requirements sometimes change unavoidably.

3. Develop confidence in personal ability.

   a. Polish skills.

   b. Take advantage of opportunities to expand your knowledge by enrolling in college classes or by reading and researching on your own.

   c. Accept and use constructive criticism as a tool for improvement.

   d. Maintain a positive attitude about the job and the employer.

4. Be honest:

   a. With yourself about your capabilities, your motives, your doubts.

   b. With the supervisor and co-workers.

   c. Don't do something dishonest that could get your supervisor, or yourself, in trouble.

5. Be straightforward.

   a. Discuss concerns, complaints, and suggestions with the supervisor.

   b. Go directly to your supervisor with a complaint, not to his/her supervisor.

   c. Be loyal to the supervisor and the employing company.

VI. Establishing Positive Relationships with Co-workers

A. Cooperation, consideration, and tact are necessary in working with others.

B. Suggestions for developing positive relationships with co-workers:

1. Know what duties are expected of you and fulfill them.

2. Be willing to help others when extra help is needed.

3. Don't play favorites; respect all co-workers as individuals.

4. Dress and behave in a manner consistent with the accepted office environment.

5. Learn and abide by the office rules and any special privileges allowed to certain individuals (Sara leaves at 4:30 to take the mail; John always sits in the green chair at breaks; lunch break is always 12:00-1:00).

6. Avoid gossip.

VII. Human Relations with Customers

A. Customers are the most important element of a business because they are the ones that contribute to profits.

B. Guidelines for dealing with any type of customer.

1. Determine the customer's need.

a. Each customer is different and has various needs.

b. Do not make assumptions about people.

c. Be sensitive to the customer's needs.

2. Try to satisfy the customer's need.

a. Have a thorough knowledge of the goods and/or services that the business provides.

b. Try to match the customer's need with the product or service.

C. Dealing with angry or unsatisfied customers.

1. Never argue with a customer.

2. Always consider the customer's point of view.

3. When an angry customer feels that you understand and care about his/her feelings, the customer will usually calm down and deal with the problem in a reasonable manner.

HUMAN RELATIONS

ACTIVITY SHEET 1--TERMS AND DEFINITIONS

DIRECTIONS: Listed below are several words related to human relations. Unscramble the words and write the definition of each beside the word.

1. alsansseewerf ________________

2. matyhep ________________

3. attc ________________

4. moucitomannic ________________

5. saluve ________________

6. rontecale ________________

7. eivtinatii ________________

8. tauanrmbmconevliconino ______________________

9. fgeailesm ______________

HUMAN RELATIONS

ACTIVITY SHEET 2--VALUES CLARIFICATION

DIRECTIONS: Rate each of the following items according to how important it is to you.

SCALE: 0 1 2 3 4 5 6 7 8 9 10

0 = not important
5 = neutral
10 = very important

1. Equal opportunity for all people ______
2. A financially comfortable life ______
3. Respect from others ______
4. Expensive possessions ______
5. Going to church ______
6. A medical check-up each year ______
7. A meaningful love relationship ______
8. Being famous ______
9. Having a lot of friends ______
10. Honesty ______
11. Giving parties ______
12. Going to college ______
13. Exercising regularly ______
14. A high-paying job ______
15. Contributing to charities ______
16. A secure and happy family life ______
17. Helping the sick and disadvantaged ______
18. Owning a lot of clothes ______
19. An honest, close friend ______
20. Taking vitamins ______
21. Being kind to animals ______
22. Respecting parents ______
23. Sleeping at least 8 hours each night ______
24. Being the leader of a club ______
25. Self-confidence ______
26. Having children ______
27. Improving personal skills and talents ______
28. Religious beliefs ______

29. A prestigious job ______
30. Seeking professional counseling for a major problem ______
31. Belonging to a club or social group ______
32. Obeying all laws and regulations ______

Eight values are shown below. Write the number (rating) you gave each item beside the number of the item. Total the numbers in each column. This will determine how you value certain things.

HUMANISM

Item No.	Rating
1.	
15.	
17.	
21.	
Total	

HEALTH

Item No.	Rating
6.	
13.	
20.	
23.	
Total	

FAMILY

Item No.	Rating
7.	
16.	
22.	
26.	
Total	

MONEY

Item No.	Rating
2.	
4.	
14.	
18.	
Total	

FAME/POWER

Item No.	Rating
3.	
8.	
24.	
29.	
Total	

SOCIAL

Item No.	Rating
9.	
11.	
19.	
31.	
Total	

RELIGION/MORALITY

Item No.	Rating
5.	
10.	
28.	
32.	
Total	

PERSONAL GROWTH

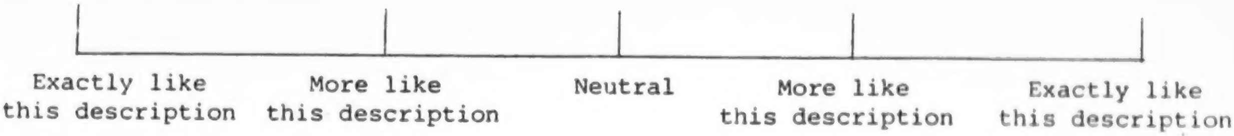
Item No.	Rating
12.	
25.	
27.	
30.	
Total	

HUMAN RELATIONS

ACTIVITY SHEET 3--WHAT I AM LIKE

DIRECTIONS: Place an X along the scale to indicate which description most accurately describes yourself.

SCALE:


Exactly like this description
More like this description
Neutral
More like this description
Exactly like this description

I Am . . .

easy to get along with	disagreeable
neat, organized	messy
responsible	irresponsible
on time	late
healthy	unhealthy
calm	nervous
enjoy people	prefer solitude
creative	stick to old ideas
positive	negative
enjoy humor	serious
mature	immature
hard working	lazy
well-groomed	sloppy
confident	unsure
honest	dishonest
respectful	disrespectful
good listener	poor listener
accept criticism well	can't accept criticism
follow orders well	won't take orders
can work under pressure	can't handle pressure
like to work on a team	like to work alone
can express myself easily	tongue-tied
have a good memory	forgetful
considerate	rude

HUMAN RELATIONS

ACTIVITY SHEET 4--HOW OTHERS SEE ME

DIRECTIONS: Divide into pairs. Exchange the information in Activity 3 and rate each other as you see that person. Use a different pen or pencil to distinguish your markings from the other person's.

HUMAN RELATIONS

ACTIVITY SHEET 5--GETTING ALONG WITH EMPLOYERS AND CO-WORKERS

DIRECTIONS: In the following examples, check the action you think would be best.

1. Mary has worked at Belton Manufacturing Company for three days. On the third day, some of the other workers go out to lunch together. They don't ask Mary to come along. Mary should:

   ___a. Send them a memo.

   ___b. Be mad that she wasn't invited.

   ___c. Wait a little longer until people know her; then they probably will include her.

2. It is Beverly's first day on the job at Sherwood Hat Factory. She is very anxious to make friends. She should:

   ___a. Bring donuts for everyone once a week.

   ___b. Compliment the other women on their clothes, even if she isn't sincere.

   ___c. Relax and wait for friendships to grow.

3. Phillip is very good at duplicating stencils. Tracey, the new stenographer, is having trouble with the machine. Phillip should:

   ___a. Not try to help because he thinks Tracey might not like it.

   ___b. Tell Tracey that he used to have trouble with it, and show her how to adjust the machine.

   ___c. Tell Tracey she's doing it wrong.

4. There's going to be a birthday party for the boss. A sheet with everyone's name on it is passed around, and people mark whether or not they can come. Joni sees the sheet. She is new and her name is not on it. She should:

   ___a. Add her name to the list and mark whether or not she can come.

   ___b. Believe she is not wanted at the party.

   ___c. Tell the secretary who made up the sheet that she has forgotten her name.

5. Trey, the accountant, is handicapped. Sharon, a fellow employee should:

   ___a. Treat Trey as she would anyone else.

   ___b. Go out of her way to be especially nice.

   ___c. Avoid Trey.

6. Pam is in the company cafeteria line. She is in no hurry, but the person behind her is rushed. Pam should:

___a. Make her selection because it is her turn.

___b. Suggest that the person go ahead of her.

___c. Take an extra long time just to calm the person down.

7. Barbara does not really like Ryan, yet she has been assigned to work with him on a project. Barbara should:

___a. Refuse to work on the project.

___b. Remain optimistic and learn what she can from the experience.

___c. Stay at home and call in sick to avoid working on the project.

8. Several people in Ray's office are writing a petition against the office manager and are planning to deliver it to the head of the division. They ask Ray to sign the petition. Ray should:

___a. Sign it, since he doesn't like the way the office is managed, either.

___b. Tell them he doesn't like the way the office is managed but that he thinks they are crazy.

___c. Ask if they have spoken to the office manager, and if not, encourage them to do so.

9. Adam's supervisor has informed him of a company-sponsored bookkeeping class which meets the last hour of the workday. The supervisor will recommend that Adam be admitted to the next class if he would like. Adam should:

___a. Wonder if this is the supervisor's way of telling him that his work isn't good enough.

___b. Gratefully accept the opportunity to upgrade his skills, knowing that this will benefit him as well as the company.

___c. Tell the supervisor that he isn't interested in any boring classes.

10. Kelly has been offered a job for which she is not qualified. She should:

___a. Admit her inadequacy and offer to learn on the job.

___b. Refuse to try to learn.

___c. Take the job and try to bluff her way through it.

11. When Seth accepted his new job, he understood that he would be expected to work one Saturday every two months. Next Saturday is his day to work, but Seth had forgotten this and has made special plans for Saturday. Seth should:

___a. Explain to his supervisor that he just cannot work Saturday.

___b. Not tell anyone and just not show up Saturday.

___c. Change his plans for Saturday and be at work.

12. Margie has been hoping for a promotion for the last six months. She has been employed in the office longer than any other stenographer, and she knows that her supervisor is about to hire a secretary. Margie should:

___a. Talk with her supervisor about the requirements for the secretarial position and express her interest in the job.

___b. Threaten to quit if she does not get the job.

___c. Not say anything at all about the possible promotion.

ACTIVITY SHEET 6--ROLE-PLAYING EMPLOYER-EMPLOYEE RELATIONS

DIRECTIONS: 1. Two students are needed for this activity. One will role-play a company supervisor; the other will role-play an employee. Each "actor" is to be very expressive and use emotionally loaded words. The time allowed for role-playing is 5 minutes.

Role of Supervisor

You are the supervisor of the production department. You must discipline an employee who has been absent five times in the last 3 weeks. The employee didn't call in one of those times. When the employee is at work, he/she spends too much time on personal phone calls, and has been known to leave early without permission. This behavior is not acceptable. You are very emotional as you talk to the employee.

Role of Employee

You are to react as you feel the employee would react. You are nervous and defensive.

2. Discuss the conversation, and which words or sentences contained emotionally loaded words. List those words on the board.

3. Divide into 2 groups. Each group is to write a script in which the supervisor and employee calmly and maturely discuss the problem, and come to a solution. Choose 2 people from each group to role-play the new script for the class.

HUMAN RELATIONS

ACTIVITY SHEET 7--SOLVING PROBLEMS ON THE JOB

DIRECTIONS: Read the samples below and discuss various solutions to each situation.

1. Mark is a good employee except for one problem. He is late almost every morning because he has to take his children to school and the day care center. What can be done to help this situation?

2. Marsha is the secretary for six people. She is to divide her time equally. She tries to complete the priority work first, but sometimes several assignments are equally important and are needed as soon as possible. Janis gives Marsha more work than any of the others, and her assignments take longer to prepare. Marsha works steadily, through breaks, and sometimes stays late trying to keep up with the work. The other staff members have been complaining that Marsha spends most of her time working for Janis and lets their work wait. What are some possible solutions to this situation?

3. Cory has been working at Lakeside Fitness Center for three months as a secretary/receptionist. He has noticed several organizational problems--poor inventory control, insufficient use of workers--and feels he has some good ideas about other forms of advertising. How should he go about making his suggestions?

ACTIVITY SHEET 8--DEALING WITH CUSTOMERS

DIRECTIONS: Read the samples below and describe what you would do in each situation in the space provided.

1. You are a salesperson in a children's dress shop. Mrs. Davis is looking for a birthday gift for her five-year-old granddaughter. Her granddaughter lives in another state and Mrs. Davis hasn't seen her for almost a year. She doesn't know what size the child wears. What would you do?

2. You are the office manager in the Accounts Receivable Department. A new customer, Ms. Brady, has just received her order and has telephoned your office. She is confused and angry. She was quoted a price of $200 for the goods she ordered, but was charged $300 on the invoice. Someone from your office quoted her an incorrect price. What would you do?

HUMAN RELATIONS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. Self-awareness--how well you know yourself.

2. Empathy--the ability to see and feel things from another person's point of view.

3. Tact--a sense of knowing what to do or say in order to maintain good relations with others and avoid offense.

4. Communication--the exchange of an idea or a message which results in a high amount of understanding between the sender and the receiver.

5. Values--personal beliefs as to what is good or bad, right or wrong.

6. Tolerance--the ability to endure irritations, habits, or mannerisms that may bother you.

7. Initiative--seeing work that needs to be done, and doing it without waiting to be told to do so.

8. Non-verbal communication--physical gestures, facial expressions, tone of voice that emphasize or help describe the message being communicated.

9. Self-image--how you feel about yourself.

ACTIVITY SHEETS 2, 3, and 4

Do not require evaluation.

ACTIVITY SHEET 5

1. c
2. c
3. b
4. a
5. a
6. b
7. b
8. c
9. b
10. a
11. c
12. a

ACTIVITY SHEETS 6, 7, and 8

To be evaluated to the satisfaction of the instructor.

HUMAN RELATIONS

UNIT TEST

A. Match the correct term to the correct definition by placing the letter in the appropriate space.

____1. Personal beliefs as to what is good or bad, right or wrong.

____2. A sense of knowing what to do or say in order to maintain good relations with others and avoid offense.

____3. How you feel about yourself.

____4. The ability to see and feel things from another person's point of view.

____5. Skills that help you have positive relationships.

____6. The exchange of an idea or a message which results in a high amount of understanding between the sender and the receiver.

____7. The ability to get along with many different people under varying circumstances.

____8. Refers to relationships between people.

____9. The ability to endure irritations, habits, or mannerisms that may annoy you.

___10. How well you know yourself.

___11. Physical gestures, facial expressions, tone of voice that help emphasize or describe a message being communited.

___12. Doing something on your own, without needing to be told to do so.

A. Communication

B. Tolerance

C. Self-awareness

D. Values

E. Human Relations

F. Self-image

G. Tact

H. Positive Human Relations

I. Initiative

J. Non-verbal Communication

K. Empathy

L. Human Relations Skills

B. List six things an employee can do to establish a satisfactory relationship with the employer.

C. Discuss four suggestions for developing positive relationships with co-workers.

D. List the two basic guidelines to remember when serving customers.

HUMAN RELATIONS
ANSWERS TO UNIT TEST

A.

1. D
2. G
3. F
4. K
5. L
6. A
7. H
8. E
9. B
10. C
11. J
12. I

B. To be evaluated to the satisfaction of the instructor.

C. To be evaluated to the satisfaction of the instructor.

D. 1. Determine the customer's need.
   2. Try to satisfy the customer's need.

PLANNING AND ORGANIZING WORK ACTIVITIES

UNIT OBJECTIVE

After completion of this unit, the student will be able to efficiently plan and organize work and prioritize tasks. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Match terms to their correct definitions.
2. List the advantages of planning.
3. List the disadvantages of working without a plan.
4. Sequence the steps involved in planning and organizing work.
5. Name and describe various types of reminder devices that aid in planning and organizing work.
6. Demonstrate the ability to:
    a. Prioritize tasks according to their importance.
    b. Design an efficient work station.

from General Clerical Duties and Related Information, Occupational Curriculum Lab, East Texas University, commerce, TX, 1981. pages 225-250

PLANNING AND ORGANIZING WORK ACTIVITIES

NOTES TO THE INSTRUCTOR

I. Preparation for Unit

  A. Preview the unit.

  B. Add any information necessary to fully meet the needs of the unit and of the students.

  C. Design a bulletin board introducing the unit.

    1. Use a "pie" chart which illustrates the percent of time a secretary might spend on various tasks in the office.

    2. Illustrate a variety of reminder devices used in the office.

    3. Show an efficient layout for an office work area.

  D. Arrange for a secretary to speak to the class on ways to save time and energy when doing daily office work.

  E. Arrange a field trip to an office that has been reorganized as the result of a time-and-motion study. Ask the secretary or supervisor to discuss with the class the improvements that have occurred because of the new arrangements.

II. Objective Sheet

  A. Discuss the unit and specific objectives.

  B. Add objectives for any information added to the unit.

III. Information and Activity Sheets

  A. Terms and definitions

    1. Discuss the terms and definitions.

    2. Provide any examples or illustrations to facilitate the discussion.

  B. Information and activity sheets

    1. Planning

      a. Discuss the advantages of planning and the disadvantages of no planning.

      b. Provide examples to facilitate the discussion.

2. Work

    a. Discuss the three types of work that exist in an office.

    b. Illustrate how the three types of work might flow together in the office setting.

3. Planning and organizing

    a. Discuss the steps in planning and organizing work.

    b. Provide examples of rush, as-soon-as-possible, and routine work to facilitate the discussion.

4. Timesaving devices

    a. Discuss the elements that can influence timesaving and organization.

    b. Use the teacher's desk to demonstrate how to arrange a desk top for efficient use.

    c. Use the teacher's desk to demonstrate efficient use of drawer space.

    d. Discuss how the classroom could be arranged to facilitate timesaving as discussed in this section of the unit.

5. Reminders

    a. Discuss the various types of reminder devices that are used in an office.

    b. Provide examples of a calendar and a reminder file to facilitate the discussion.

    c. Demonstrate the use of each of the reminder devices used as examples.

    d. Discuss the use of schedules as they relate to the class as well as to the office.

    e. With student input, demonstrate scheduling by planning a daily, weekly, and long-range schedule for classroom activities.

6. Activities

    a. Activity Sheet 1--SETTING PRIORITIES

    B. Activity Sheet 2--ORGANIZING THE WORK STATION

IV. Answers to Activity Sheets

A. Answers are provided to Activity Sheet 1.

B. A sample of one of several acceptable arrangements is provided for Activity Sheet 2.

C. Assign point values to each of the activities.

D. Determine a method of evaluating Activity Sheet 2, so that all students' work will be evaluated consistently.

V. Unit Test

A. Various methods of administering the test may be used:

1. Administer the test upon completion of the unit.

2. Use the test as an additional activity.

B. Add test parts to correspond to any information added to the unit.

VI. Answers to Unit Test

A. Answers are provided.

B. Assign point values to test sections and questions.

C. Add answers for any additional questions or sections added to the unit test.

VII. Resources and References

A. THE ADMINISTRATIVE SECRETARY: RESOURCE, 1970
Anderson, Lee, Russon, Wentzell, and Horack
Gregg/McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520

B. THE SECRETARY'S WORKSHOP, 1978
Bureau of Business Practice, Inc.
24 Rope Ferry Road
Waterford, CT 06386

C. SECRETARIAL PROCEDURES AND ADMINISTRATION, 2nd ed., 1973
Hanna, Popham, and Tilton
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

D. SECRETARIAL OFFICE PROCEDURES, 1977
Oliverio and Pasewark
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

E. OFFICE PROCEDURES, 1980
Stewart, Blockhus, Reigel, and Schroeder
Gregg/McGraw-Hill Book Company
Princeton Road
Highstown, NJ 08520

PLANNING AND ORGANIZING WORK ACTIVITIES

INFORMATION SHEET

I. Terms and Definitions

   A. Organizing--the coordination of activities to meet the completion of predetermined goals.

   B. Planning--deciding in advance what needs to be done, who will do it, and when it will be done.

   C. Productivity--the ability to accomplish a task or job accurately and on time.

   D. Scheduling--listing activities or work to be completed; a timetable.

   E. Time waster--any task or activity that takes more time than it should for successful completion.

II. Advantages of Planning

   A. Eliminates time wasters.
   B. Increases productivity.
   C. Makes better use of resources.
   D. Increases effectiveness in doing work.
   E. Increases efficiency.
   F. Eliminates duplication of effort.

III. Disadvantages of No Planning

   A. Results in poor quality work.
   B. Decreases productivity.
   C. Decreases efficiency.
   D. Results in misuse of resources.
   E. Increases time wasters.

IV. Types of Work Performed

   A. Daily

      1. Performed every day by the secretary, without special instructions.

      2. May include such duties as filing, processing the mail, answering the telephone, handling office callers, handling orders, etc.

B. Assigned

    1. Performed at various times during the week or month.

    2. Performed at the direction of the employer.

    3. May include such duties as typing correspondence, composing letters, preparing payroll, handling travel arrangements, arranging meetings, etc.

C. Other

    1. Performed on an irregular basis.

    2. Varies according to the employer and type of business.

    3. May include such duties as preparing income tax reports, preparing quarterly or yearly reports, etc.

V. Steps in Planning and Organizing Work

A. Set priorities

    1. Prepare a schedule of work to be completed that day.

       (NOTE: This may be done the day before.)

    2. Decide on the order in which the work will be completed.

        a. Rush jobs--work that must be completed immediately.

        b. As-soon-as-possible jobs--important work; does not require immediate action but should be done as soon as time permits.

        c. Routine jobs--work that is completed when time permits and after other, more important, tasks have been completed.

    3. Be flexible; allow for unexpected work.

B. Organize work

    1. Plan each job to be completed.

    2. Gather materials needed to complete the work.

    3. Make notes of any questions to ask or of special instructions needed to complete the work.

C. Complete the work

    1. Do one job at a time.

    2. Follow one job through to completion before beginning another.

VI. Timesaving Steps

A. Organize work area

1. Desk

a. Arrange frequently used items on the desk top within easy reach to avoid wasting time.

(1) telephone and telephone directory
(2) calendar
(3) materials being worked on
(4) pens and pencils
(5) stapler and tape dispenser
(6) reference books
(7) trays for holding work in progress, mail, etc.
(8) calculator

b. Arrange supplies in desk drawers depending on use.

(1) top drawer--used to store letterhead paper, carbon paper, onionskin, memo forms, envelopes, plain paper.
(2) center drawer--used to store paper clips, ruler, pens, erasers, staple remover, scissors, rubber bands.
(3) file drawer--used to store frequently used files.
(4) other drawers--used to store other miscellaneous supplies and personal items.

2. Supply cabinet

a. Locate near work area.

b. Store extra supplies on shelves.

c. Arrange supplies according to frequency of use. Items used most should be stored at the front of shelves. Heavy items should be stored on lower shelves.

3. File cabinets

a. Maintain an up-to-date filing system.

b. Locate frequently used file cabinets near the work area to save time.

4. Book shelves

a. Locate book shelves near work area to save steps.

b. Store reference books and materials on shelves to keep desk top clear.

B. Use reminder devices

1. Calendar

a. Use to note work that must be completed each month.

b. Use to keep track of daily appointments.

2. Reminder file

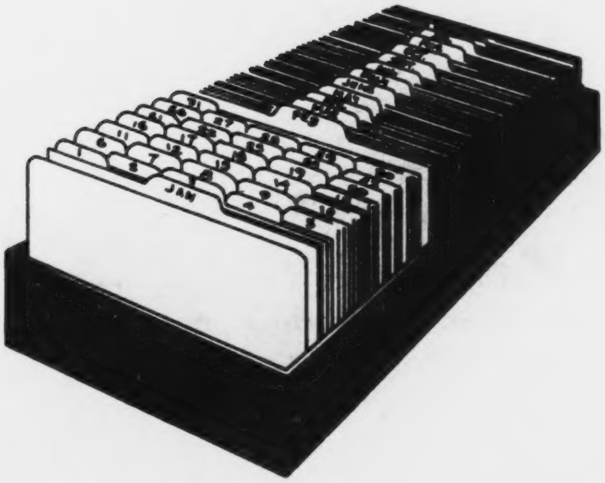
a. File cabinet drawer

(1) Use to hold work that is to be completed daily, monthly, or yearly.

(2) Organize by months with folders for each day of the month.

(3) Store material in folders according to the date when action must be taken or begun.

b. Card file



(1) Use to hold reminders of tasks that must be completed on specific days of a given month.

(2) Organize by months, with a card for each day of the current month.

(3) Write reminders on file cards and store behind the guide showing the date on which a specific task must be done.

(4) Remove the reminder card when the task has been completed.

(5) Rotate the guide showing the name of the current month at the beginning of each month.

3. Schedules

a. Daily schedule--a record of daily work to be completed; organized according to the time at which a task is to be done.

b. Weekly schedule--a record of any work that is completed once a week or once or twice a month, such as computing payroll, making bank deposits, etc.

c. Long-range schedule--a record of any work that may occur at various times during the year, such as quarterly reports, income tax reports, etc.

C. Eliminate unnecessary motion

1. Arrange work area to save time and effort.
2. Keep an up-to-date inventory of all supplies.
3. Restock necessary supplies before beginning work.
4. Eliminate steps or tasks which are no longer necessary.
5. Combine tasks that can easily be done at the same time.
6. Redesign forms if necessary to save time.
7. Make use of time-saving equipment, such as office copiers, collators, paper folders, etc.
8. Complete difficult jobs when you are at your best.

PLANNING AND ORGANIZING WORK ACTIVITIES

ACTIVITY SHEET 1--SETTING PRIORITIES

DIRECTIONS: Prioritize the day's tasks described below by indicating on the line provided the appropriate work designation:

1 = Rush

2 = As Soon As Possible

3 = Routine

Then arrange the tasks in the order in which they would be completed under the appropriate category on the planning sheet.

_____ 1. Call Alice Lewis to change her 11 a.m. appointment this morning to 1:30 this afternoon.

_____ 2. Sort the mail and place it on the appropriate desks.

_____ 3. Prepare the finalized agenda for tomorrow's Board of Directors' meeting.

_____ 4. Inventory the office supplies on hand.

_____ 5. Prepare a requisition for any supplies that need to be replenished.

_____ 6. Transcribe machine dictation letters.

_____ 7. File the day's correspondence.

_____ 8. Compose responses to all of the requests for catalogs that have come in during the past week.

_____ 9. Update the mailing list for next year by adding the names and addresses of persons contacted by the marketing representatives during the past week.

_____ 10. Call the travel agency to make arrangements for Hal Thorso's trip to Great Britain in two weeks.

_____ 11. Prepare tomorrow's work schedule.

_____ 12. Water the plants in the reception area.

_____ 13. Begin preparing invoices to be mailed out on the 30th (the end of next week).

_____ 14. Prepare an expense report for the business trip from which Kim Lau returned this morning.

_____ 15. Reorganize the bookshelves and remove any publications that are more than five years' old.

PLANNING SHEET

Name ______________________________

Date ______________________________

I. Rush Jobs

II. As-soon-as-possible Jobs

III. Routine Jobs

PLANNING AND ORGANIZING WORK ACTIVITIES

ACTIVITY SHEET 2--ORGANIZING THE WORK STATION

DIRECTIONS: Use the illustration provided to arrange the frequently used items listed on the desk top. Label each item you illustrate.

1. Telephone
2. Telephone directory
3. Calendar
4. Materials being worked on
5. Pens and pencils
6. Stapler
7. Tape dispenser
8. Reference books
9. Trays (in and out baskets) for work in progress, mail, etc.
10. Calculator

ACTIVITY SHEET 2 WORKSHEET

DESK TOP

PLANNING AND ORGANIZING WORK ACTIVITIES

ANSWERS TO ACTIVITY SHEETS

Activity Sheet 1

1.	1	6.	2	11.	3
2.	2	7.	2	12.	3
3.	1	8.	3	13.	2
4.	3	9.	3	14.	2
5.	3	10.	2	15.	3

Rush Jobs

1. Call Alice Lewis to change her 11 a.m. appointment this morning to 1:30 this afternoon.
3. Prepare the finalized agenda for tomorrow's Board of Directors' meeting.

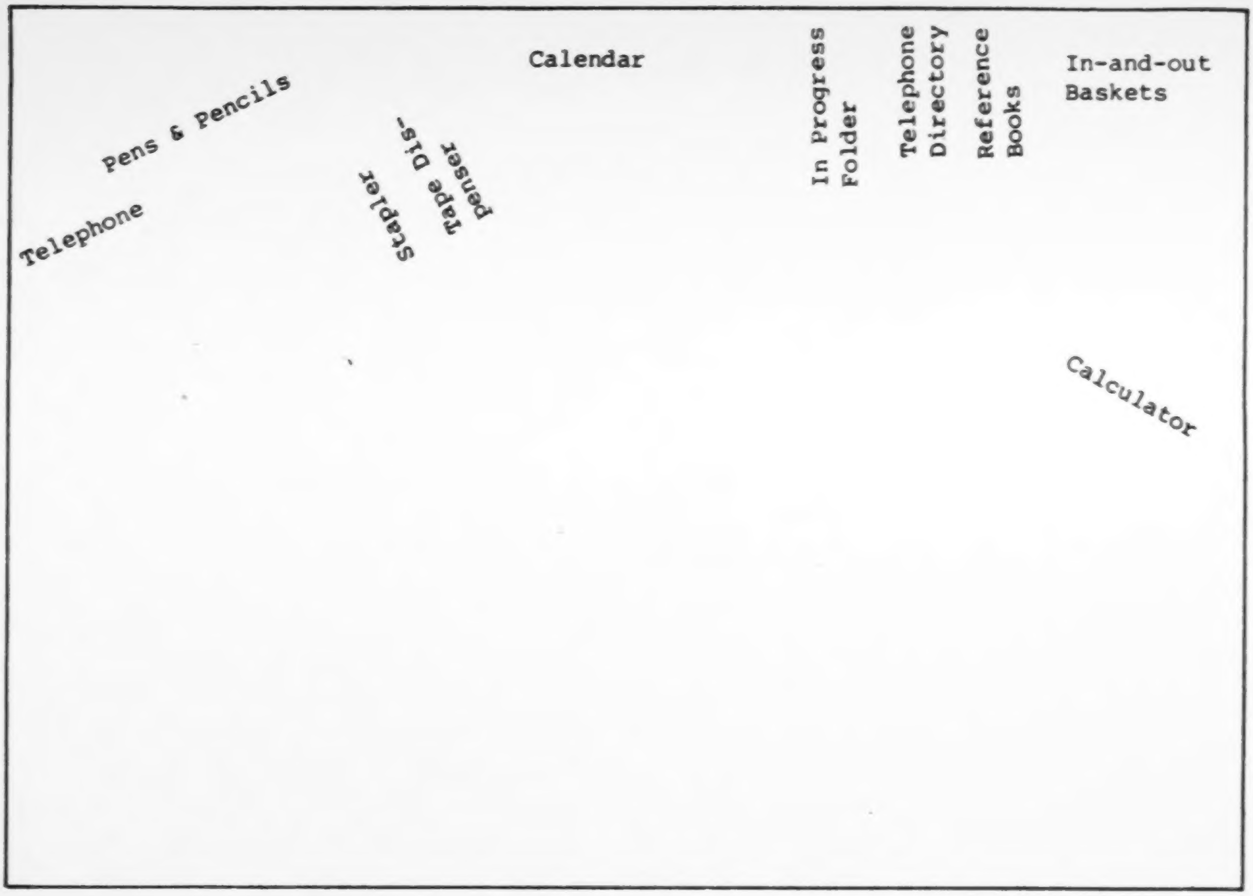
As-soon-as-possible Jobs

2. Sort the mail and place it on the appropriate desks.
6. Transcribe the machine dictation letters.
14. Prepare an expense report for the business trip from which Kim Lau returned this morning.
10. Call the travel agency to make arrangements for Hal Thorso's trip to Great Britain in two weeks.
7. File the day's correspondence.
13. Begin preparing invoices to be mailed out on the 30th (the end of next week).

Routine Jobs

4. Inventory the office supplies on hand.
5. Prepare a requisition for any supplies that need to be replenished.
8. Compose responses to all of the requests for catalogs that have come in during the past week.
9. Update the mailing list for next year by adding the names and addresses of persons contacted by the marketing representatives during the past week.
12. Water the plants in the reception area.
15. Reorganize the bookshelves and remove any publications that are more than five years' old.
11. Prepare tomorrow's work schedule.

Activity Sheet 2


Calendar
In Progress Folder
Telephone Directory
Reference Books
In-and-out Baskets
Pens & Pencils
Stapler
Tape Dis-penser
Telephone
Calculator

(NOTE: This illustration shows one acceptable layout for a desk top. Other suitable illustrations should also be accepted.)

PLANNING AND ORGANIZING WORK ACTIVITIES

UNIT TEST

A. Match the term to its correct definition by placing the letter in the appropriate space.

_____1. Listing activities or work to be completed; a timetable.

_____2. The coordination of activities to meet the completion of predetermined goals.

_____3. Any task or activity that takes more time than it should for successful completion.

_____4. The ability to accomplish a task or job accurately and on time.

_____5. Deciding in advance what needs to be done, who will do it, and when it will be done.

A. Organizing

B. Planning

C. Productivity

D. Scheduling

E. Time waster

B. List six advantages of planning.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

C. List five disadvantages of not planning.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

D. Sequence in order the steps involved in planning and organizing work by numbering the items in the spaces provided. The first step should be given the number 1.

_____1. Be flexible; allow for unexpected work.

_____2. Decide on the order in which the work will be completed.

_____3. Do one job at a time.

_____4. Follow one job through to completion before beginning another.

_____5. Gather materials needed to complete the work.

_____6. Make notes of any questions to ask or of special instructions needed to complete the work.

_____7. Plan each job to be completed.

_____8. Prepare a schedule of work to be completed that day.

E. List two uses of a calendar.

1. ____

2. ____

F. Name and describe two types of reminder files.

G. Name and describe the three types of schedules.

PLANNING AND ORGANIZING WORK ACTIVITIES

ANSWERS TO UNIT TEST

A. 1. D
   2. A
   3. E
   4. C
   5. B

B. 1. Eliminates time wasters
   2. Increases productivity
   3. Makes better use of resources
   4. Increases effectiveness in doing work
   5. Increases efficiency
   6. Eliminates duplication of effort

C. 1. Results in poor quality work
   2. Decreases productivity
   3. Decreases efficiency
   4. Results in misuse of resources
   5. Increases time wasters

D. 1. 3
   2. 2
   3. 7
   4. 8
   5. 5
   6. 6
   7. 4
   8. 1

E. 1. To note work that must be completed each month.
   2. To keep track of daily appointments.

F. 1. File cabinet drawer

Used to hold work that is to be completed daily, monthly, or yearly.

Organized by months with folders for each day of the month.

Store material in folders according to the date when action must be taken or begun

2. Card file

Used to hold reminders of tasks that must be completed on specific days of a given month.

Organized by months, with a card for each day of the current month.

Write reminders on file cards and store behind the guide showing the date on which a specific task must be done.

Remove the reminder card when the task has been completed.

G. 1. Daily schedule--a record of daily work to be completed; organized according to the time at which a task is to be done.

2. Weekly schedule--a record of any work that is completed once a week or once or twice a month, such as computing payroll, making bank deposits, etc.

3. Long-range schedule--a record of any work that may occur at various times during the year, such as quarterly reports, income tax reports, etc.

GROOMING

UNIT OBJECTIVE

After completion of this unit, the student will be able to apply the principles of grooming.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

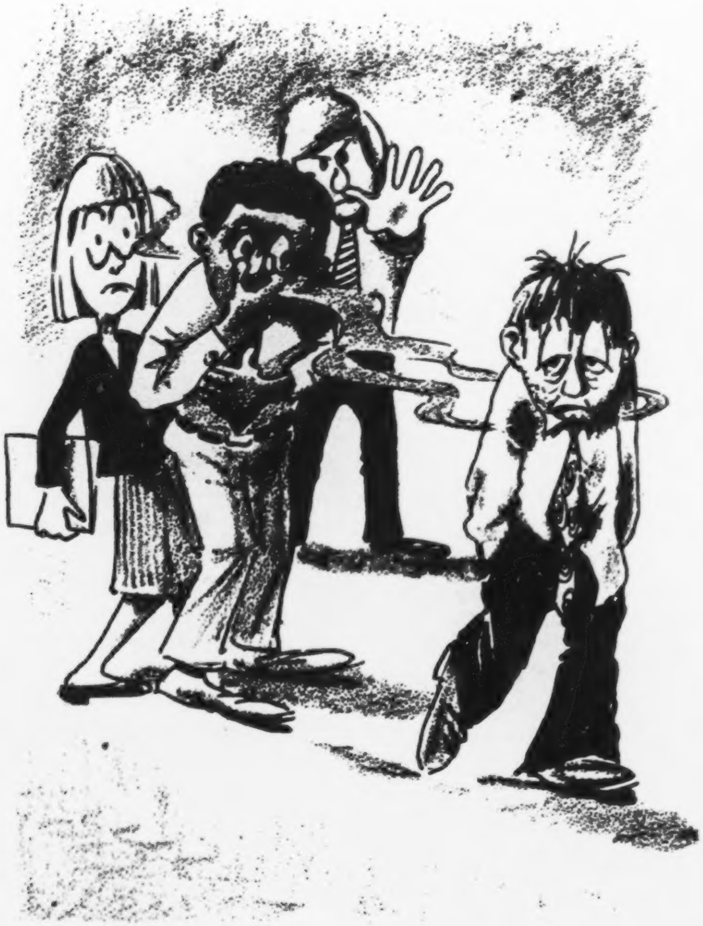
1. List three reasons why appearance is important.
2. Explain how to choose clothes, hairstyles, and makeup.
3. Define good posture.
4. Explain why personal hygiene is important.
5. List and explain eight components of personal hygiene.

Materials in this unit are taken from Office and Clerical Skills Learning Activity Packets, Dennis R. Herschbach, University of Maryland, Department of Industrial, Technological, and Occupational Education funded through the Maryland State Department of Education, Division of Vocational-Technical Education, 1978; reproduced with permission.

OFFICE GROOMING

A visitor to an office expects to be helped by a pleasant worker. The office worker may be very polite and know the job skills very well, but this is not what the visitor notices first. Before an office worker even speaks, the visitor has noticed the worker's personal appearance and hygiene habits.

An office worker with a pleasing appearance and good hygiene habits makes a favorable impression on visitors. However, an office worker with a sloppy appearance and poor hygiene habits will most likely offend and embarrass visitors. And, worse yet, such a person will probably be avoided by co-workers.



PERSONAL APPEARANCE

There are four parts to an office worker's personal appearance: clothes, hair, posture, and for women, makeup. To make a good impression, you must make the proper choice for each one.

There are several reasons why personal appearance is important:

1. First impressions count. A sloppy appearance may tell others that your work habits are also sloppy. On the other hand, a good appearance will tell others that you care about your looks, so you probably care about your job, too.
2. A good appearance indicates that you have self-respect and care about yourself.
3. A proper appearance makes you more acceptable to visitors to the office. Far-out clothes and unusual hairstyles may be attractive to your friends, but most businesses deal with people who may not be "tuned in" to extreme styles.

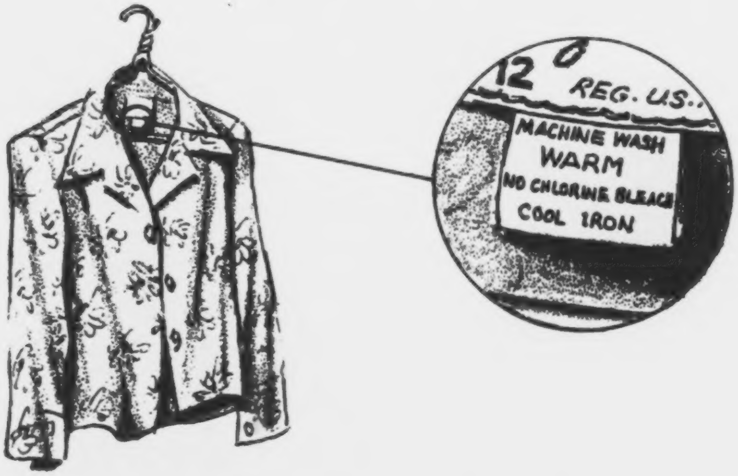
There are certain rules that you must follow to have a good appearance:

Clothing

Use common sense when choosing clothes. Your clothes should not be too casual or too dressy. For example, you should not wear blue jeans or a long fancy dress to the office. Outdoor clothing, such as coats and hats, should not be worn inside.

When buying clothes that will look nice, both men and women should consider three things: style, color, and size. The style of your clothing must look good on you. A style that looks good on a tall person may make a short person look even shorter. Clothing that looks good on a thin person may make a heavy person look even heavier. Each person is different, so you must find the style that's right for you. The second thing you should consider is the color of the clothing. The color of your clothing should look nice with your hair, skin, and eye color. No one looks good in every color, so you should choose the colors that look best on you. An outfit may have several pieces of clothing, such as a skirt and a sweater, or slacks and a vest. Each color in the outfit must look good together. The colors should not clash. The third thing to consider is size. You must choose clothes that fit well. Clothes that are too tight or too loose must be avoided.

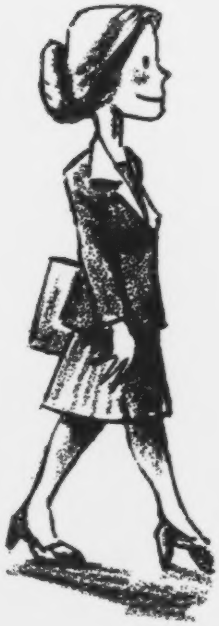
Clothing must always be clean, neat, and mended. No matter how nice a piece of clothing is, it will look sloppy if there are stains, tears, wrinkles, or missing buttons. If you take care of your clothes, they will look better and last longer. Set aside a certain time each week to do your laundry. Check the labels in the clothes for cleaning instructions. Take unwashables to the dry cleaners regularly. Unless all your clothes are permanent press, you should iron them before you wear them. This way you'll start each day looking fresh and neat. Sew on loose buttons before you lose them and fix any hems that are torn. These small repairs take little time, and they make a big difference in how your clothes look and how long they will last.



Be careful in selecting and caring for shoes. Shoes should be comfortable because you may have a lot of walking to do on the job. Shoes must be kept in good repair and polished when necessary.

Hair

As an office worker, you should choose an attractive hairstyle. The hairstyle should depend on the shape of your face, your body build, and your hair texture. A short hairstyle might be good for a long face. If you have thick, straight hair you might want to wear a longer hairstyle. It is best to have a simple hairstyle that is neat and pleasing in appearance. A simple hairstyle does not need a lot of attention at work. A hairstylist can help you choose the most suitable hairstyle.



Posture

Clothes and hairstyles will look best when you have good posture. Good posture means standing or sitting straight, holding your head up and your shoulders square, and keeping your stomach flat. It is important to have good posture when sitting, walking or standing. Poor posture can make a bad impression. It also can cause breathing and back problems.

Makeup

If makeup is used, it should look as natural as possible. Too much makeup, or the wrong color of makeup, is unattractive. Usually lipstick, blusher, eye shadow, and mascara are enough. The makeup you choose should depend on the color of your skin, hair, eyes, and clothing. A consultant can show you what makeup to wear and how to apply it.

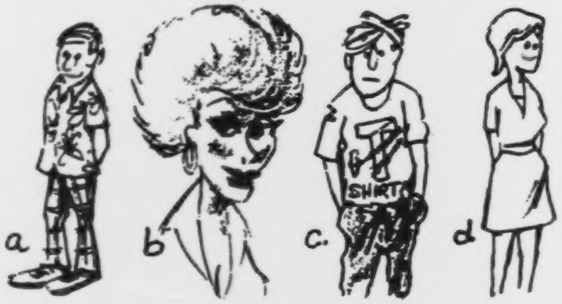
NAIL POLISH
ALURE

Looking good makes a person feel good. And feeling good will make you do a better job at work. Before going to work each morning, you should look in the mirror and ask: "Is my personal appearance as good as it can be?" If it is, then you have taken the first step toward being a pleasant office worker.

PERSONAL APPEARANCE

LEARNING ACTIVITIES

1. For each of the following pictures, tell what is wrong with what the person is wearing to an office job. If there is nothing wrong, just write "nothing."



2. Answer each of the following:

   a. How should you decide what type of clothes to wear to work?

   b. What three things should you consider when buying clothes?

   c. Name three things to consider when choosing a hairstyle.

√CHECK YOUR KNOWLEDGE

1. List three reasons why good personal appearance is important.

2. Explain the term "good posture." List two problems that can be caused by poor posture.

3. What four things should you remember when selecting the color of makeup?

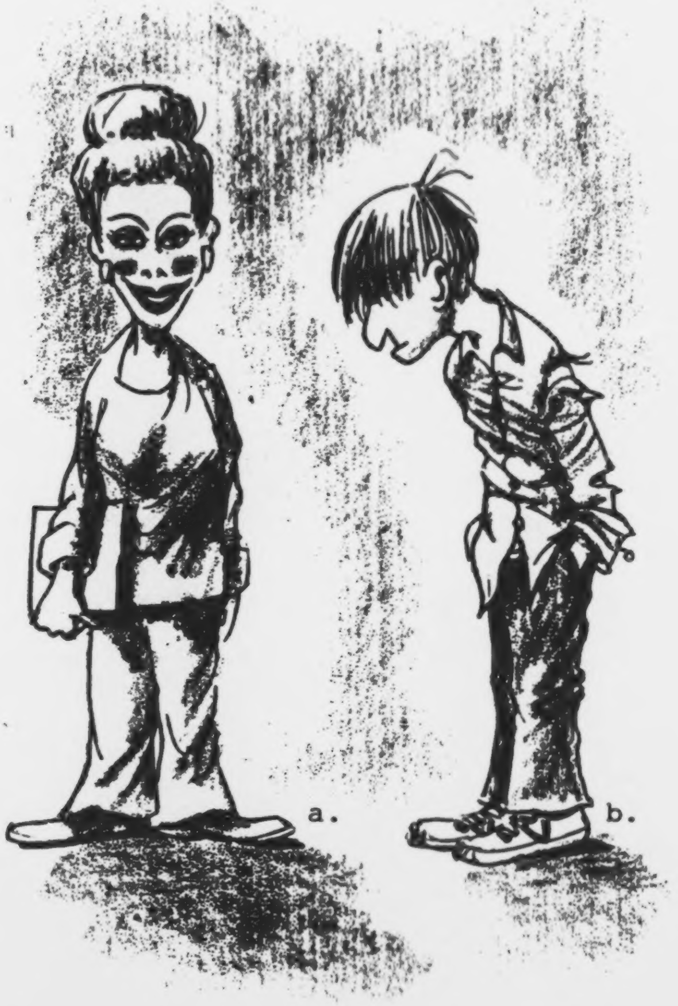
PERSONAL APPEARANCE

ALTERNATE ACTIVITIES

1. Invite a fashion coordinator from a local department store to discuss clothing selection. Topics discussed should include: clothes for an office setting, designs for different body shapes, color selection, and the proper fit of clothes.

2. With your teacher's approval, arrange to come to school dressed as if you were going to work in an office. With your teacher, discuss your clothing, posture, makeup, and hairstyle.

3. What's wrong with the appearance of the office workers shown here?



PERSONAL APPEARANCE

ANSWERS TO LEARNING ACTIVITIES

1. a. Worker's pants and shirt are too casual for office and do not match; shirt does not fit properly.

   b. Makeup and hairstyle are too extreme.

   c. Worker's hair is messy; shirt is torn; pants and shirt are too sloppy and casual.

   d. Nothing.

2. a. Use common sense and dress as the business allows.

   b. Style, color, size.

   c. Shape of face, body build, hair texture.

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. -Will show that you care about your looks and job.
   -Will show you have self-respect.
   -Will make you more acceptable to others.

2. -Means standing or sitting straight, holding head up and shoulders straight, keeping stomach muscles flat.
   -Breathing and back problems.

3. Skin, hair, eyes, clothing.

ANSWERS TO ALTERNATE ACTIVITIES

3. a. Clothes too big, clothes wrinkled, too much makeup.

   b. Hair in eyes, shirt torn, clothes and shoes too casual for office job, needs shave.

PERSONAL HYGIENE

Personal hygiene means caring for the bod. There are three reasons for having good hygiene habits. First, good hygiene habits are important to good health. Second, people with good hygiene habits are more pleasant to work with. People with body odor or bad breath are not pleasant to be near. It is embarrassing and unpleasant for your co-workers if they have to stay six feet away from you because you forgot to bathe and brush your teeth that morning. And third, office workers who do not have good hygiene habits may miss a raise in salary or even lose their jobs.

There are eight parts to your personal hygiene habits. These are: skin care, hand care, foot care, hair care, mouth care, exercise, diet, and adequate sleep. All of these must be practiced daily if you are going to be pleasant to work with.

1. Skin Care. Soap and water are very important to good skin care. This means taking a bath or shower each day using soap. After the bath or shower, you should use a deodorant to stop body odor. A small amount of cologne or after-shave lotion may also be used. Underwear should be changed each day.

You should pay special attention to face care. It takes very clean skin to have a clear complexion. If you wear makeup, be sure that all makeup is removed each night and that your skin is clean before putting on makeup in the morning. Clean skin helps stop acne, pimples, and black-heads. The type of soap you use should depend on whether your skin is dry, oily, or normal.

2. Hand Care. An office worker's hands are seen by many people each day. If your hands are not clean, these people may wonder if the rest of your body is clean. Clean fingernails are a must. They should be cleaned daily with a fingernail file. Fingernails should be trimmed and filed each week. Often hands become dry. Hand cream may be used to keep the hands soft.

3. Foot Care. Foot care is much the same as hand care. Toenails should be kept clean with a nail file. They should be trimmed each week. After bathing, dry carefully between each toe to stop infection.

Good shoes are important for good foot care. The office worker walks a lot on the job. Shoes that are not comfortable for walking or do not fit properly may cause corns and blisters. Stockings or socks should be changed each day.

4. Hair Care. Your hair should be clean and shiny at all times. Hair needs to be shampooed at least twice a week. The type of shampoo you use depends on whether your hair is oily, dry, or normal. Some workers use a creme rinse after shampooing to help control the hair.

Hair should be brushed and combed each day. At work, hair should only be combed in the restroom and never in the office. Brushes and combs should be washed often in water, detergent, and ammonia. You should always carry a brush or comb. It is not a good idea to borrow another person's brush or comb.

5. Mouth Care. Because as an office worker you will meet many people, it is important to have a nice smile. To have a nice smile, you must have clean, healthy teeth and gums. Your teeth must be brushed daily with a soft toothbrush and toothpaste. Dental floss should also be used. You may also want to use a mouthwash after brushing.

You should visit a dentist twice a year to have your teeth cleaned and checked for cavities. Poor care of teeth can cause bad breath, loss of teeth, and a poor looking smile.

6. Exercise. For your body to stay in good shape and to stay healthy, it needs exercise. Exercise keeps the muscles and heart strong, helps control weight, and helps posture. There are many ways of getting exercise. These include jogging, dancing, and playing sports. Exercise should be done several times each week.

7. Diet. Your diet is very important. In order to have healthy skin, teeth, and hair, you must eat the right foods.

Eating the right foods according to a daily schedule also affects how you look and feel. Meals that include fruits and vegetables are healthier and will give you more energy than junk foods such as potato chips and sodas. Also, taking several vitamin pills a day is no substitute for eating the proper foods. Three meals a day, without snacks, will help keep your weight down, so that you can stay in shape. Although coffee breaks are welcome on a rough day, you can better use your time to "freshen up," (washing your hands, combing your hair, or straightening your tie) rather than to grab a quick candy bar. Remember too, candy and sweets are bad for your teeth.

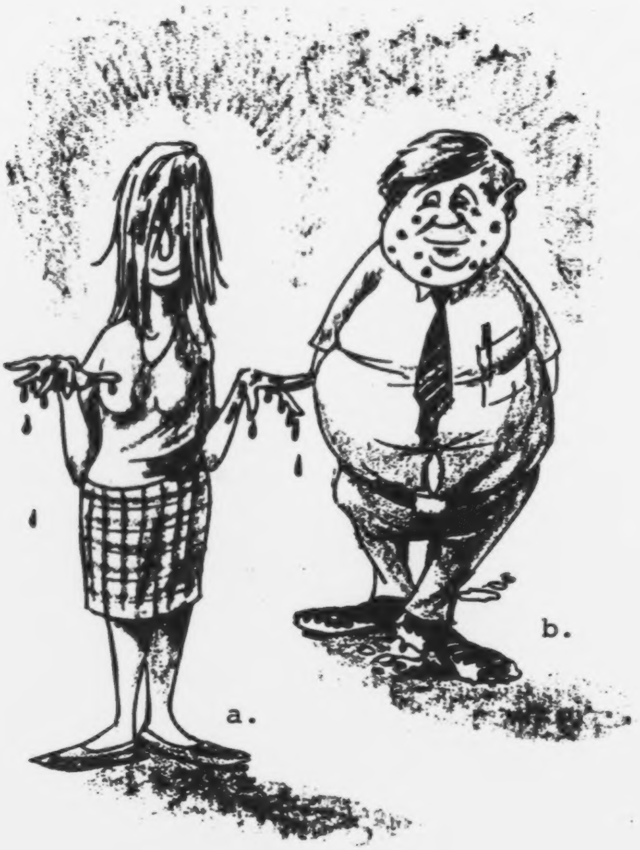
8. Adequate Sleep. Another pointer for feeling good and looking good is getting enough sleep at night. You should sleep at least seven to eight hours each night.

Good personal hygiene habits will make you feel good and look good. It is important to follow these eight hygiene habits each day and night. Before going to bed each night, you should ask yourself, "Did I do my best at keeping up good hygiene habits today? And how can I improve tomorrow?" This will help to make you pleasant to be near and as healthy as possible.

PERSONAL HYGIENE

LEARNING ACTIVITIES

1. What's wrong with these workers?



2. Name the eight parts of personal hygiene. For each part, list one good hygiene habit.

√CHECK YOUR KNOWLEDGE

1. Why is personal hygiene important? Give three reasons.

2. Answer true or false for each of the following:

    a. Vitamin pills are a good substitute for fruits and vegetables.
    b. Eating poorly can cause pimples.
    c. Dancing is a form of exercise.
    d. Hair needs to be shampooed at least twice a day.
    e. Socks should be changed once a week.
    f. Clean skin helps to stop blackheads.

PERSONAL HYGIENE

ANSWERS TO LEARNING ACTIVITIES

1. a. Dirty hair, dirty hands, shoes in poor shape.

   b. Bad complexion, overweight, shoes in poor shape.

2. Skin Care (any one)

   -use soap and water everyday
   -shower or bathe each day
   -use deodorant
   -can use cologne or after-shave
   -change underwear daily

   Hand Care (any one)

   -clean fingernails daily with file
   -trim and file nails each week
   -avoid bright colors of polish
   -avoid chipped polish
   -might use hand cream

   Foot Care (any one)

   -clean toenails
   -dry between toes after bathing
   -wear proper fitting shoes
   -change stockings or socks daily

   Hair Care (any one)

   -shampoo twice a week
   -might use creme rinse
   -brush and comb hair daily
   -clean brushes and combs often

   Mouth Care (any one)

   -brush teeth daily
   -should use dental floss
   -may use mouthwash
   -see dentist twice a year

   Exercise (any one)

   -may choose walking, jogging, dancing or playing sports
   -must exercise several times a week

Diet (any one)

-eat the right foods
-avoid snacks

Adequate Sleep

-should sleep seven to eight hours each night

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. -Important for good health.
   -Makes a person more pleasant to work with.
   -Without good hygiene, a person may miss a raise or lose the job.

2. a. false
   b. true
   c. true
   d. false
   e. false
   f. true

GROOMING

UNIT TEST

1. Give one way to decide what type of clothes to wear to the office.

2. How can you find out the proper way to clean an article of clothing?

3. Why is good posture important? Give one reason.

4. Give two reasons why good personal hygiene is important.

5. List four parts of personal hygiene.

6-10. Ginger is an office worker. Below is a description of how she prepares for work and what she wears. Find at least four things which are wrong with her appearance and hygiene habits.

> After getting four hours of sleep, Ginger got up to go to work. First, she took a fast shower, without using soap. She then put on bright pink nail polish. She noticed that some of her makeup from the day before had worn off in her sleep, so she freshened up by adding new mascara and blusher. She put on a pair of jeans and a tee shirt. For breakfast, Ginger had a candy bar and a soda. She didn't have time to brush her teeth, so she gargled with water. She then ran off to work.

GROOMING

ANSWERS TO UNIT TEST

1. Can be either of the following:

   -use common sense
   -find out what the business allows

2. Check the label attached to the article of clothing.

3. Can be either of the following:

   -poor posture can cause breathing and back problems
   -good posture is important for a good appearance

4. Can be any two of the following:

   -important to good health
   -makes a person more pleasant to be near
   -poor hygiene can result in missed raises or even loss of job

5. Can be any four of the following:

   -skin care
   -hand care
   -foot care
   -mouth care
   -exercise
   -diet
   -adequate sleep
   -hair care

6-10. Can be any four of the following:

   -didn't get enough sleep
   -should have used soap in the shower
   -shouldn't use bright nail polish
   -didn't wash her face
   -put new makeup on top of old
   -shouldn't wear jeans and tee shirt to an office job
   -didn't eat a healthy breakfast
   -shouldn't eat candy and soda, especially not for breakfast
   -didn't brush or floss her teeth

COMMUNICATIONS

COMMUNICATIONS

Goal 3.0: Students will be able to use appropriate skills in business communications.

The following materials can be used to help students achieve goal 3.0 in the Business Education Curriculum. Other sources for communications materials include:

Basic Skills for the Trades, Alaska Department of Education, University of Alaska, and the Job Training Partnership Education Consortium, 1985. Available from the Vocational Materials Library, Office of Adult and Vocational Education, Box F, Juneau, AK 99811, (907) 465-2980. Modules C-1 to C-5 deal specifically with Communications.

Competency-Based Business Education, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, WI. This series contains modules on effective business communication.

General Clerical Duties and Related Information, Occupational Curriculum Lab, East Texas State University, Commerce, TX 75428, (214) 886-5623, 1981. Both teacher and student manuals are available.

Leadership Alive: A Handbook of Exercises and Resources for Leadership Development, Jane Taylor Wilson, 800 Roberto Avenue, Santa Barbara, CA 93109, 1984. This handbook includes group activities which can be used in the classroom to teach communications and leadership skills. It also contains an excellent resource section.

Leadership Development, George Shinn, Gregg McGraw-Hill, 1981. This book contains information on public speaking, presentation skills, grammar, correspondence, and the art of conversation.

Leadership Development Series, Office Education Association, 5454 Cleveland Avenue, Columbus, OH 43229, (614) 895-7277. The series includes: Leadership Techniques; Parliamentary Procedure Knowledge; Speaking Techniques; Written Communications; Integrating: The Advisor's Role; Effective Leadership Through Goal Setting; Manners for All Occasions; and Focus on Membership. The booklets are structured to give the instructor and students basic information as well as the opportunity to practice skills through classroom activities.

Office Communication: Developing Language Skills, 1984. Available from the Vocational Materials Library, Office of Adult and Vocational Education, Box F, Juneau, AK 99811, (907) 465-2980.

Pre-Employment Competencies Resource Guide, Alaska Department of Education, 1985. Available from the Vocational Materials Library, Office of Adult and Vocational Education, Box F, Juneau, AK 99811, (907) 465-2980.

There are two options for teaching Communications. One is to stress Communications as a separate unit. The other is to integrate Communications into other daily activities.

USING THE TELEPHONE

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify and use good telephone techniques.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Explain how to operate a business telephone.
2. Describe a pleasant telephone voice.
3. Explain proper techniques for handling incoming calls.
4. Explain how to transfer a call.
5. Handle a call for an unavailable co-worker.
6. Take a telephone message.
7. End a telephone call.
8. Explain where to locate a telephone number.
9. Explain how a telephone book is organized.
10. Explain how to call direct assistance.
11. Plan, place, and end a telephone call.
12. Describe types of long distance calls and how to make them.
13. Explain how to reach long distance directory assistance.
14. Consider time differences across the country.

Materials in this unit are taken from Office and Clerical Skills Learning Activity Packets, Dennis R. Herschbach, University of Maryland, Department of Industrial, Technological, and Occupational Education funded through the Maryland State Department of Education, Division of Vocational-Technical Education, 1978; reproduced with permission.

USING THE TELEPHONE

Can you imagine working in an office that does not have a telephone? Certainly not! Today's businesses and companies rely on the fast communication provided by the telephone. With the help of the telephone, plans are made, meetings arranged, orders placed and details clarified. In fact, the telephone is the lifeline of most businesses.

One of your duties in an office may be to receive telephone calls. When you use the telephone, you represent your employer. The impression you give, either good or bad, reflects on your employer. It is important, then, that you know the proper techniques for using the instrument itself and for receiving business calls.

THE OFFICE TELEPHONE

A business telephone usually has a dial or push-buttons. Below this is a row of six buttons. Figure 1 shows you how these six buttons are arranged. The first button on the left is red and is called the "hold" button. Above each of the other five buttons is a telephone number. Each numbered button represents a telephone line. An office usually has several different lines, so that several calls may be handled at the same time. For example, one employee may be talking on one line while another employee is talking on a second line.

On some business telephones, the button on the far right can only be used for calling other offices or people in your department or company. This is called the "intercom" button. Your telephone may or may not have one.

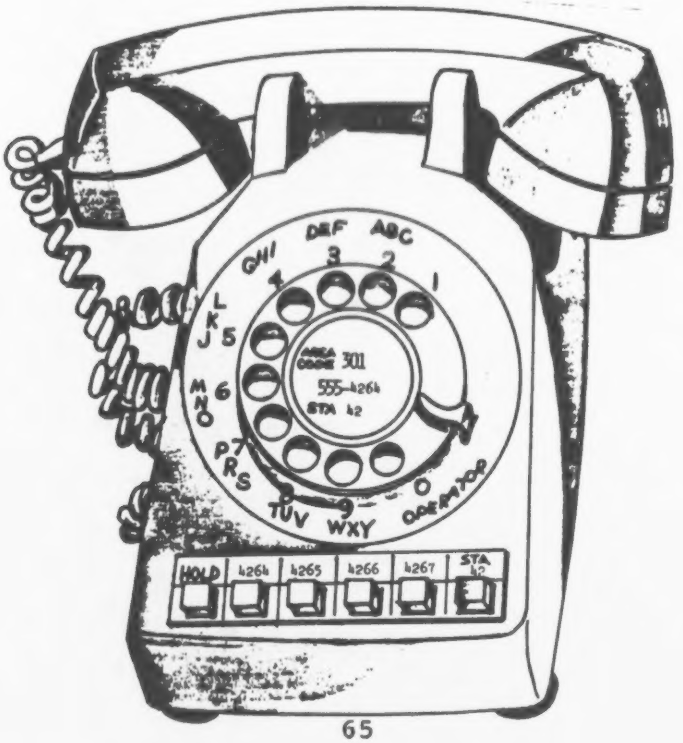


FIGURE 1

Answering the Telephone

When a call comes in, the telephone will ring and one of the buttons will flash. The flashing button shows which line to answer. To answer the phone, first push the flashing button and then pick up the receiver. The button will stop flashing, but it will remain lighted. The conversation can then begin.

Always push the button before picking up the receiver. If other calls are going on, this avoids the possibility of interrupting or cutting off one of them.

Putting a Call on Hold

You may be talking to someone and need to interrupt the call. For example, there may be another incoming call or you may need to leave. You should then put the call on hold.

To put a call on hold, push the hold button for about two seconds. The button for the line that the call is on will begin flashing. Now that call is on hold. If a call has come in on another line, you can push the button for line 2 once line 1 has been put on hold.

When a call is on hold, it is still connected. However, you and the caller cannot hear or talk with each other. While the call is on hold, you can use the other lines on the telephone. To take the call off hold, push down the button for that number. You can then resume the conversation.

Using the Intercom Button

If your telephone has an intercom button, it can be used to dial other telephones in your office or company. Each telephone has its own intercom number. To call someone on the intercom line, push the intercom button and dial the intercom number.

THE OFFICE TELEPHONE

LEARNING ACTIVITIES

1. What would you do in each of the following situations:

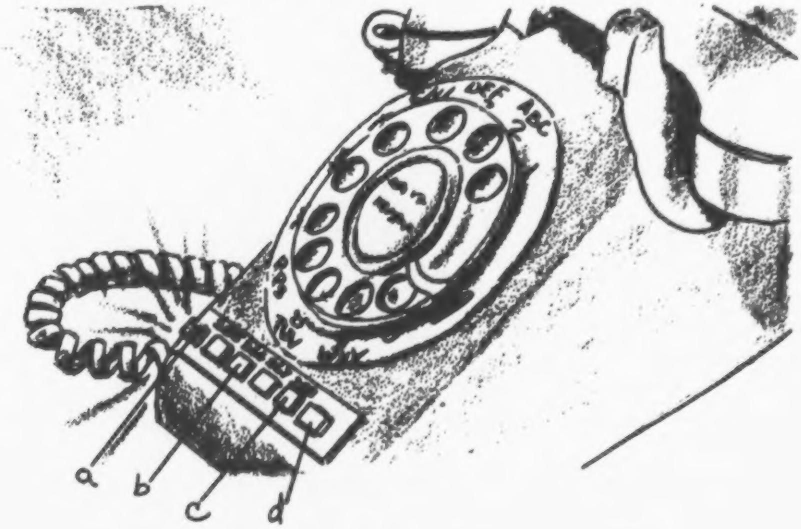
    a. The telephone rings and a button begins to flash?

    b. You are talking with someone on line 1 and the button for line 2 begins to flash?

    c. You need to call another office worker in your company?

    d. You are talking with someone on line 1 and you need to leave the desk for a few moments?

2. Below is a picture of a business telephone. Identify the lettered parts.



✓CHECK YOUR KNOWLEDGE

1. Why does a business phone have more than one telephone line?
2. What is the purpose of the intercom button?
3. Why should the flashing button be pushed before the receiver is picked up?
4. What is the hold button for?

THE OFFICE TELEPHONE

ALTERNATE ACTIVITIES

1. Word Puzzle: There are nine terms hiddden in the word puzzle below. Each term has something to do with using a business telephone. Find the hidden terms.

E	B	A	D	I	A	L	L	I	N
M	N	H	C	L	D	L	I	B	A
J	H	O	L	D	P	A	L	U	L
A	A	S	H	D	A	C	R	T	T
I	N	L	E	P	N	A	E	T	A
L	S	I	N	T	E	R	C	O	M
T	W	N	T	O	O	L	R	N	L
R	E	E	F	M	U	T	E	W	S
B	R	E	F	S	N	A	R	T	H
A	S	R	E	C	E	I	V	E	R

THE OFFICE TELEPHONE

ANSWERS TO LEARNING ACTIVITIES

1. a. First, push the flashing button and then pick up the receiver. Then begin the conversation.

   b. Put the call on line 1 on hold by pushing the hold button for about two seconds. Next, push the button for line 2 and begin conversation.

   c. Push the intercom button and dial the intercom number of the person you want to speak with.

   d. Put the call on hold by pushing the hold button for about 2 seconds.

2. a. hold button
   b. telephone line
   c. telephone line
   d. intercom button

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

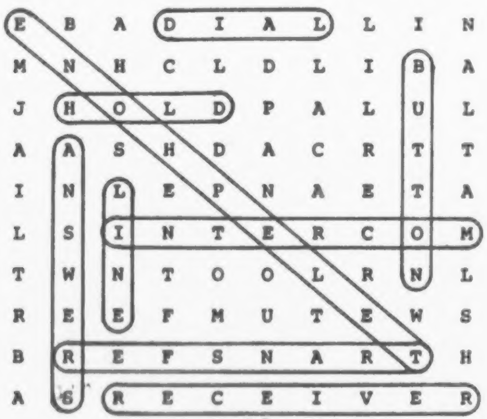
1. So that several calls can be handled at once.

2. It is used to dial other telephones within the office or company.

3. To avoid the possibility of interrupting or cutting off other calls.

4. This is used to put a call on hold. It may be necessary to do this to either answer another call or to leave your desk.

ANSWERS TO ALTERNATE ACTIVITIES



E	B	A	D	I	A	L	L	I	N
M	N	H	C	L	D	L	I	B	A
J	H	O	L	D	P	A	L	U	L
A	A	S	H	D	A	C	R	T	T
I	N	L	E	P	N	A	E	T	A
L	S	I	N	T	E	R	C	O	M
T	W	N	T	O	O	L	R	N	L
R	E	E	F	M	U	T	E	W	S
B	R	E	F	S	N	A	R	T	H
A	S	R	E	C	E	I	V	E	R

TELEPHONE TECHNIQUES

Your Telephone Voice

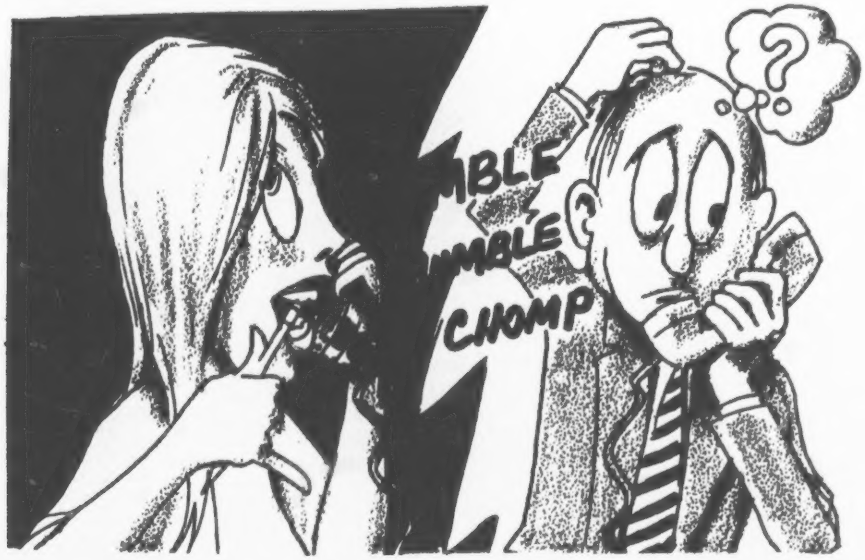
You represent your employer to the people who call your office. To make a good impression, your telephone voice should be pleasing. There are four ways to keep your voice pleasant sounding.

First, speak directly into the mouthpiece and use a normal voice. A loud voice sounds rude and may annoy the caller. A weak voice that can hardly be heard at the other end is just as bad. It suggests inexperience and a lack of concern. Try to work toward that middle ground, a normal voice that's not too loud or too soft. A pleasant, normal voice tells the caller that you are confident and thoughtful.

Second, a caller will more likely understand you if you speak at a normal rate of speed. Speaking too rapidly may confuse the caller, and you will probably have to repeat the information. Speaking too slowly makes you sound disinterested.

Third, give meaning to your voice by emphasizing your words. Don't speak in a dull monotone. A caller wants to speak with an interested person, not a robot.

And finally, speak clearly and pronounce every syllable carefully. Be careful not to run your words together, or the caller may not understand you. Also, make sure your mouth is empty during phone conversations—no food, gum, pencils, or cigarettes. Food or objects in your mouth can distort speech.



Answering the Telephone

When a call comes into your office, answer on the first or second ring. Busy callers become annoyed if they have to wait too long. They may even become angry and hang up.

Never answer a business call with a plain "hello." You should give the company name, the department or office, and your own name. For example, "Lansing Rental Agency, Billing Department, Mr. Brown speaking." Your supervisor will tell you exactly what to say.

Placing a Call on Hold

Before putting a call on hold, tell the caller what you are going to do and ask to be excused. For example, you might say, "I'll put your call on hold and check that information. Would you excuse me for a moment?" Wait until the caller says "okay" before pushing the hold button. Otherwise, the caller may think the call has been disconnected.

It may be necessary to leave a call on hold for more than a few moments. If so, let the caller know what you are doing. For example, you might say, "I'm still looking for that information." You can then put the call back on hold.

By telling the callers what you are doing, they will know that they haven't been forgotten or disconnected.

Transferring Calls

A large company or business may have a central operator at a switchboard. Occassionally, you may need to signal the operator to transfer a call to a different department or office.

To do this, first tell the caller why and where you are transferring the call. Then, signal the operator by pushing down the receiver plunger two or three times. Listen for an answer. When the operator answers, remember that the caller can hear every word you say. For example, say, "Please transfer this call to the credit department," not, "This guy wants credit." The operator will take over from there.

TELEPHONE TECHNIQUES

LEARNING ACTIVITIES

1. You are working in the shipping department of a large company, Atlas Paint Products. Part of your job is to answer the telephone. What might you say to a caller in the following situations:

    a. The telephone rings and you answer. What would you say?

    b. Mr. Foster is calling and wants to know where the paint order is for his store. You have just begun to explain when the button for the next line begins flashing. What would you say?

    c. Mrs. Lincoln is calling and wants to know how soon her order will be shipped. You must leave the phone to check her file for the answer. What would you say?

    d. Mr. Fisher is on the telephone. You quickly realize that he needs to speak with someone in the credit department. You signal the operator. When the operator answers, what would you say.

2. Each office worker in the following situations makes a bad impression on the caller. What has each one done wrong?

    a. Sarah Scott is talking with a co-worker about her big date last night. The phone on her desk begins to ring, but she wants to finish her story first. The phone rings six times before she picks it up.

    b. Josh Jones is in the middle of writing a business letter. The phone on his desk begins to ring. Josh holds the pencil in his mouth as he says, "Penguin Refrigerator Company, Order Department, Josh Jones speaking."

    c. Mary Marsh's phone rings. She picks up the receiver and says, "Hi, I'm busy." She then puts the call on hold for ten minutes.

✓CHECK YOUR KNOWLEDGE

1. List four qualities of a pleasant telephone voice.

2. Explain how to transfer a call.

3. Why is it necessary to explain to the caller that you are placing the call on hold?

TELEPHONE TECHNIQUES

ALTERNATE ACTIVITIES

1. The following words are sometimes mispronounced. How do you say them? Check with your teacher if you are not sure of your pronunciation.

   Sounds Omitted

   distinctly
   accuracy
   library
   popular
   probably
   recognize
   surprise
   usually

   Sounds Added

   athlete
   often

   Sounds Changed

   get
   just
   catch
   describe
   because

2. The following expressions are examples of sloppy speech. Are you guilty of using any of them?

   scuse me
   dunno
   sorta
   doncha
   lemme
   kinda
   didja
   wanna
   gimme
   howdja

3. Record your voice on a tape recorder and listen to it. If you have never heard yourself speak before, you may be surprised. Few people recognize their own voices the first time they hear them on a tape recorder. This is a good way to discover your speech faults and to start correcting them.

4. The average speaking rate for most people is 126 words per minute. Test yourself and see how close you come to this rate. Take a prepared speech, count the number of words in it, and read it out loud for five minutes. Take the total number of words spoken and divide by five for your average. If you are too far off in either direction, it may indicate that it is hard to understand you over the telephone. Of course, you are not expected to speak exactly 126 words per minute.

TELEPHONE TECHNIQUES

ANSWERS TO LEARNING ACTIVITIES

1. The following are suggested answers:

   a. "Atlas Paint Products, shipping department, (student's name)."

   b. "Excuse me, please. I'm going to put your call on hold."

   c. "I'll put your call on hold and check that information. Would you please excuse me?"

   d. "Please transfer this call to the credit department."

2. a. The worker let the phone ring too many times.

   b. The worker answered the phone with a pencil in his mouth.

   c. The worker answered the phone with the wrong greeting and then put the caller on hold for too long and without telling the caller what was going on.

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. Can be any four of the following:

   -Speak directly into the mouthpiece.
   -Use a normal voice.
   -Speak at a normal rate of speed.
   -Give meaning to your voice by emphasizing words.
   -Speak clearly.
   -Pronounce each syllable carefully.

2. First, tell the caller why and where you are transferring the call. Then, signal the operator by pushing up and down on the receiver plunger. When the operator answers, explain where the call should be transferred.

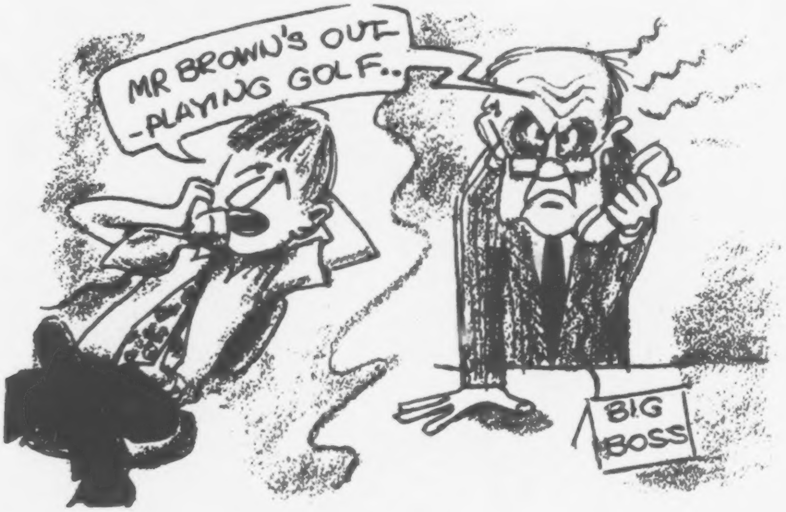
3. The caller might think the call has been disconnected or forgotten if not told.

TELEPHONE MESSAGES

Occasionally, others in your office may not be available for telephone calls. If this is the case, you need to know what to say and what to do.

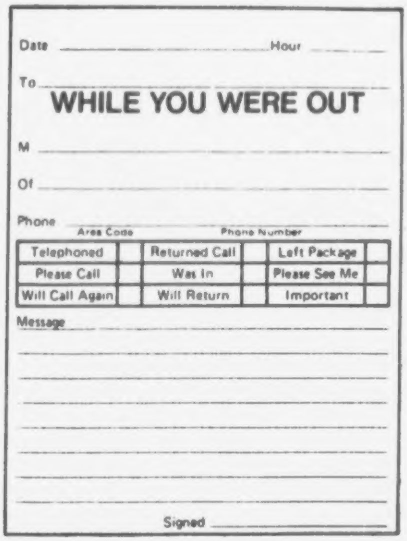
When a Co-Worker is Unavailable

There may be times when your co-workers or boss are not available for telephone calls. If calls come in for them while they are gone, be careful of what you say. Do not give details to callers unless you are certain they should have this information. For example, you might say, "She's not in the office now. May I take a message?" This is better than telling the caller that Ms. Green is closing the Jones contract, or that Mr. Brown has left to play golf.


MR BROWN'S OUT -PLAYING GOLF..
BIG BOSS

Taking a Message

If someone is unable to take a call, you will have to take a message. Always keep message forms and a pencil or pen handy for this purpose. Most businesses have special forms for taking telephone messages. There are many different forms, but they all require the same basic information. Here is a sample form:



Date ______________ Hour ______

To ______________

WHILE YOU WERE OUT

M ______________

Of ______________

Phone ______________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ______________

Signed ______________

The basic parts of a telephone message are:

1. The name of the person being called.
2. Date and time of the call.
3. The name of the caller.
4. The name of the caller's business or organization.
5. The caller's telephone number and extension number, if any. (Be sure to include the area code if the call is long distance.)
6. What should be done about the call? Should it be returned? Will the caller call back?
7. The message itself. This would include any information the caller wants to give, or any questions.
8. The name of the person who took the message, just in case something about the message needs to be clarified.

If you must leave your desk for more than a few moments, ask someone to answer your telephone for you. Tell that person where you are going and when you will return. When you return, attend to any messages promptly.

Ending the Call

End a call by pleasantly saying "good-bye." Let the caller hang up first, then replace the receiver gently and carefully.

TELEPHONE MESSAGES

LEARNING ACTIVITIES

1. The following telephone calls were received on September 10, 1986 while the persons called were not in the office. Prepare a telephone message for one of the calls on a telephone message form.

   a. Clara Andrews called Tom Raylock at 9:45 a.m. She has received Order #2346, but not Order #2325, which was placed earlier. Clara Andrew's telephone number is 203-435-2106.

   b. Michael Cassidy called Lynn Levine at 10:05 a.m. to cancel his appointment with her. He would like Ms. Levine to call him to reschedule the appointment. Mr. Cassidy's telephone number is 227-9064.

Date ______________ Hour ________

To ______________________

WHILE YOU WERE OUT

M ______________________

Of ______________________

Phone ______________________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ______________________

Signed ______________

Date ______________ Hour ________

To ______________________

WHILE YOU WERE OUT

M ______________________

Of ______________________

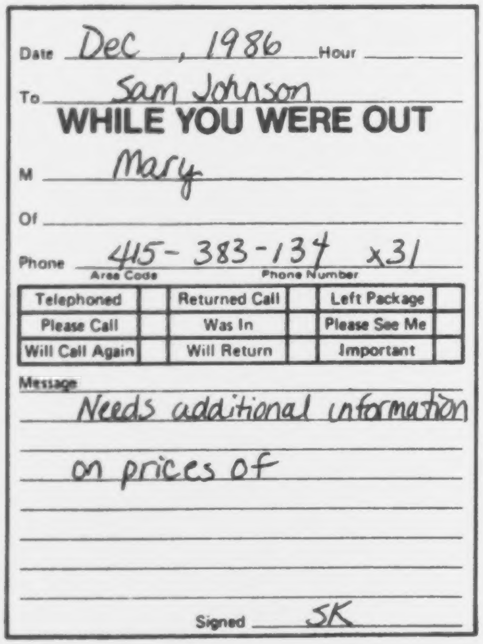
Phone ______________________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ______________________

Signed ______________

2. What is missing from this telephone message?



Date Dec , 1986 Hour

To Sam Johnson

WHILE YOU WERE OUT

M Mary

Of

Phone 415-383-134 x31

Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message

Needs additional information

on prices of

Signed SK

3. Ms. Green is the president of a small business. She had to leave work early one day. After she left, she received a phone call. Below is a list of possible explanations her secretary could give the caller. Which ones are appropriate?

   a. Ms. Green has left to go swimming.
   b. Ms. Green is not in this afternoon.
   c. Ms. Green has stepped out.
   d. Ms. Green has gone grocery shopping.
   e. Ms. Green is out looking for a new job.
   f. Ms. Green is not available now.

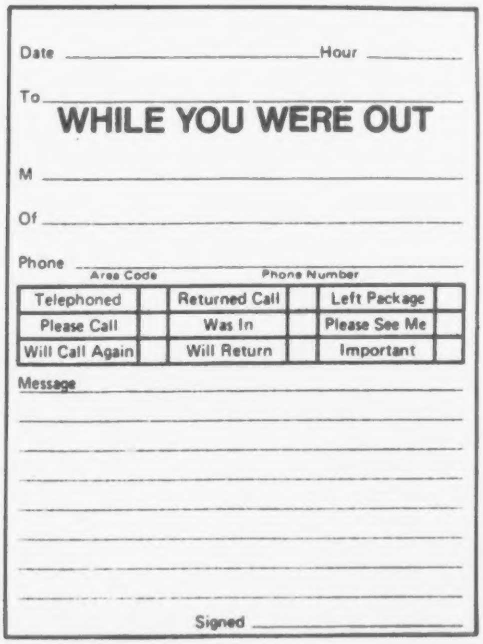
TELEPHONE MESSAGES

✓CHECK YOUR KNOWLEDGE

1. How should you end a telephone call?
2. When is it necessary to take a telephone message?
3. Why should the name of the person who took the message be included in the message?

ALTERNATE ACTIVITIES

1. The following telephone calls were received on November 14, 1986, while the persons called were out of the office. Prepare a telephone message for each call. Get a copy of the telephone message form from your teacher.
    a. Paul Grasso called Lynn Levine at 10:15 a.m. regarding Order #8406. Mr. Grasso's telephone number is 415-601-2495.
    b. Mr. Winston called Ms. Winston (his wife) at 11:00 a.m.
    c. Ellen Wright called Mr. Raylock at 2:30 p.m. Ms. Wright will meet Mr. Raylock at the Harbour House for dinner at 6:30 p.m.



Date ______________________ Hour __________

To ____________________________________

WHILE YOU WERE OUT

M ____________________________________

Of ____________________________________

Phone ____________________________________
Area Code Phone Number

Telephoned	☐	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message ____________________________________

Signed ______________

TELEPHONE MESSAGES

ANSWERS TO LEARNING ACTIVITIES

Date Sept. 10, 1986 Hour 9:45a.m.

To Tom Raylock

WHILE YOU WERE OUT

M Clara Andrews

Of

Phone 203 - 435 - 2106
Area Code Phone Number

Telephoned	☒	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message
Received order #2346 but not order #2325.

Signed SK

1a.

Date Sept. 10, 1986 Hour 10:05am

To Lynn Levine

WHILE YOU WERE OUT

M Michael Cassidy

Of

Phone 227 - 9064
Area Code Phone Number

Telephoned	☑	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message
appointment cancelled, wants to reschedule.

Signed SK

1b.

---

2. -last name of caller
   -part of date
   -time
   -name of caller's company
   -one digit of the phone number
   -none of the boxes are checked
   -message is incomplete

3. _b_ Ms. Green is not in this afternoon.
   _c_ Ms. Green has stepped out.
   _f_ Ms. Green is not available now.

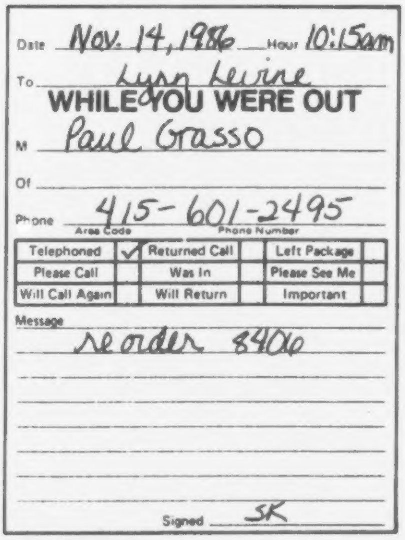
TELEPHONE MESSAGES

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. End by pleasantly saying, "Good-bye," and letting the caller hang up first.
2. When the person being called is not available.
3. In case something about the message must be clarified.

ANSWERS TO ALTERNATE ACTIVITIES

1a.



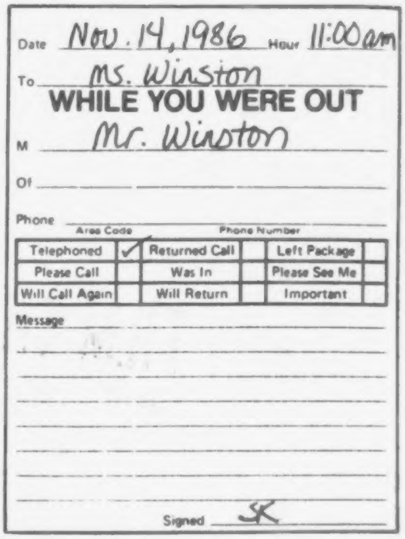
Date Nov. 14, 1986 Hour 10:15am
To Lynn Levine
WHILE YOU WERE OUT
M Paul Grasso
Of
Phone 415-601-2495
Area Code Phone Number

Telephoned	☑	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message
reorder 8406

Signed SK

1b.



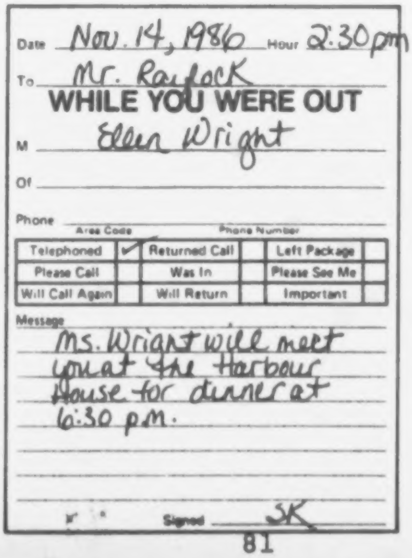
Date Nov. 14, 1986 Hour 11:00am
To Ms. Winston
WHILE YOU WERE OUT
M Mr. Winston
Of
Phone
Area Code Phone Number

Telephoned	☑	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message

Signed SK

1c.



Date Nov. 14, 1986 Hour 2:30pm
To Mr. Raylock
WHILE YOU WERE OUT
M Ellen Wright
Of
Phone
Area Code Phone Number

Telephoned	☑	Returned Call	☐	Left Package	☐
Please Call	☐	Was In	☐	Please See Me	☐
Will Call Again	☐	Will Return	☐	Important	☐

Message
Ms. Wright will meet you at the Harbour House for dinner at 6:30 pm.

Signed SK

TELEPHONE DIRECTORY

LET YOUR FINGERS DO THE WALKING

In many communities there are hundreds or thousands of telephones. Each family or business with a telephone has a different number. The telephone company prints a telephone directory of all the telephone numbers in the community. The directory is divided into two parts, the White Pages and the Yellow Pages.

The White Pages

The White Pages usually are divided into sections. The first section gives information that a caller might need when using the telephone. This would include emergency numbers in the community, like the police and fire departments, a guide for making local and long distance calls, and a listing of the area codes in the United States and Canada. Consumer information about the telephone company and instructions for contacting it are also found in this first section of the White Pages.

SAMPLE OF WHITE PAGES

NORTHERN - NULL

Northern Edward G 8920 Bently Rd Forstvl------891-5611
Northern Virginia Optical Co 513 Rush Ave Arl-231-8900
Northgate Shopping Ctr 89100 Elkton Pl Bowie--591-7721
Northrop F G 10500 Brandell Ave Sil Spg-------258-9910
Norton Jason J 575 Ansley Dr Bowie------------291-8816
Norton William H 89216 Thayer Ave Ch Ch-------299-2020
Norwitz Samuel G 20801 Harmon Ave Laurel------883-9191
Norwood Ski Shop 208 Alpine Terr Suitland-----259-2011
Nothey Jennifer 821 Columbia Rd Rockvl--------599-8989
NOTT - See also KNOTT
Nottingham Henry H lwyr
 89223 Shorefield Dr Ch Ch--------------------298-7676
 Res 203 Bradford Rd Ch Ch--------------------891-8866
NuLook Hairstylists 9789 Cordell Ave Sil Spr--943-8913
Nugent James Jr. MD
 529 Nelson Rd Wheaton------------------------298-7659
Null Lawrence C 962 Shadyside Potomac---------258-2020

The other section of the White Pages is a list of all the telephone numbers in the local community. The names of businesses and persons with telephones are listed alphabetically by last name. Next to the name of the person or business, the address and telephone numbers are given. When the spelling of a name is unusual, it is cross referenced. For example:

Gray - See also Grey
Hanes - See also Haines, Haynes

Guide words at the top of each page will help you locate a particular name.

The telephone numbers for government agencies are also listed in the White Pages. (Sometimes government listings are in a separate section.) Government agencies are listed under three categories: federal, state, and municipal. Federal agencies are listed alphabetically under "United States Government." For example:

United States Government

Agriculture Department of
Labor Department of
Postal Service US

State agencies are listed alphabetically under a heading for that particular state. For example:

Alaska State

Community and Regional Affairs Department
Fish and Game Department

Borough and municipal agencies are listed alphabetically under a heading for that particular borough or community. For example:

Municipality of Anchorage

Mayor's Office
Transit Department

Yellow Pages

When you need to find a particular product or service, the Yellow Pages are useful. The Yellow Pages have information about almost every business in the community. Each type of business or service has a separate heading. Under each heading is a list of the businesses that have that product or service. The names of the businesses are then listed in alphabetical order. The address and telephone number are given for each business listed. Below is an example of a listing in the Yellow Pages:

Grocers

Alaska Grocery Shippers	P.O. Box 3-246	276-1656
Carr's Quality Centers	1341 Fairbanks	277-6639
Patrick's Alaska Grocery	900 E. 6th Ave.	272-3733

Many businesses also have ads in the Yellow Pages. These ads usually give extra information such as the business's hours, special services, and the products or brands that the business handles.

An index at the back of the Yellow Pages tells you what heading to look under for information. For example, if you are looking for "car rental," the index will direct you to look under "Automobile Renting and Leasing."

Directory Assistance

When a local telephone number is not in the telephone directory, call directory assistance. The number for directory assistance can be found in the Call Guide of the White Pages. If you give the directory assistance operator the name and address of the person or business you are looking for the operator will give you the telephone number. As the operator gives you the telephone number, write it down. You might also record it in your own list of telephone numbers for future use.

TELEPHONE DIRECTORY
LEARNING ACTIVITIES

1. Tell whether you would use the White Pages, the Yellow Pages, or directory assistance for each of the following:

   a. to find the home telephone number of a friend who lives in your community

   b. to find the telephone number of a state government agency

   c. to find the name and telephone number of someone who repairs motorcycles

   d. to find a telephone number that is not listed in the telephone directory

   e. to find the name and telephone number of a car agency that sells Apex automobiles

   f. to find out how to contact the telephone company

   g. to find out the number for the police department

2. Below is a sample page from the Yellow Pages index. Refer to it and find the heading you would look under to do each of the following:

   a. to call a doctor
   b. to buy a used car
   c. to get a man's hair styled
   d. to have clothing dry cleaned
   e. to send flowers

Sample Page From Yellow Pages Index

Architects
Artists' Supplies
Automobile Dealers-New Cars
Automobile Dealers-Used Cars
Barbers
Cars - See Automobile Dealers
Cleaners
Florists
Doctors - See Physicians
Gas Stations - See Service Stations
Physicians
Service Stations

3. Explain how to use the Yellow Pages to:

   a. find the name and number of a certain type of business, such as a furniture store

   b. find the number of a particular business, such as Jones Paint Store

TELEPHONE DIRECTORY

✓CHECK YOUR KNOWLEDGE

Circle the best answer.

1. The White Pages are organized:

   a. alphabetically by last name
   b. alphabetically by first name
   c. numerically by telephone number
   d. by street address

2. In order to use directory assistance, you should know:

   a. the full name
   b. the address
   c. the telephone number
   d. both a and b above
   e. all of the above

3. What is the purpose of the guide words in the White Pages?

4. What are the Yellow Pages most useful for?

ALTERNATE ACTIVITIES

Using the telephone directory, look up and list:

a. emergency call numbers for the fire department, police department, and the Federal Bureau of Investigation

b. the telephone number for a bank in your community

c. the telephone number for a public high school in your community

d. the telephone number for the post office in your community

e. the telephone number to report a telephone that is out of order

f. the telephone number for a doctor in your community

TELEPHONE DIRECTORY

ANSWERS TO LEARNING ACTIVITIES

1. a. White Pages
   b. White Pages
   c. Yellow Pages
   d. directory assistance
   e. Yellow Pages
   f. White Pages
   g. White Pages

2. a. Physicians
   b. Automobile Dealers-Used Cars
   c. Barbers
   d. Cleaners
   e. Florists

3. a. Use the index to find the appropriate heading for the type of business. Then look up that heading in the Yellow Pages (e.g., Furniture).

   b. Look under the appropriate heading in the Yellow Pages (e.g., Paint). Then look for the name of the particular business under that heading (e.g., Jones Paint Store).

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

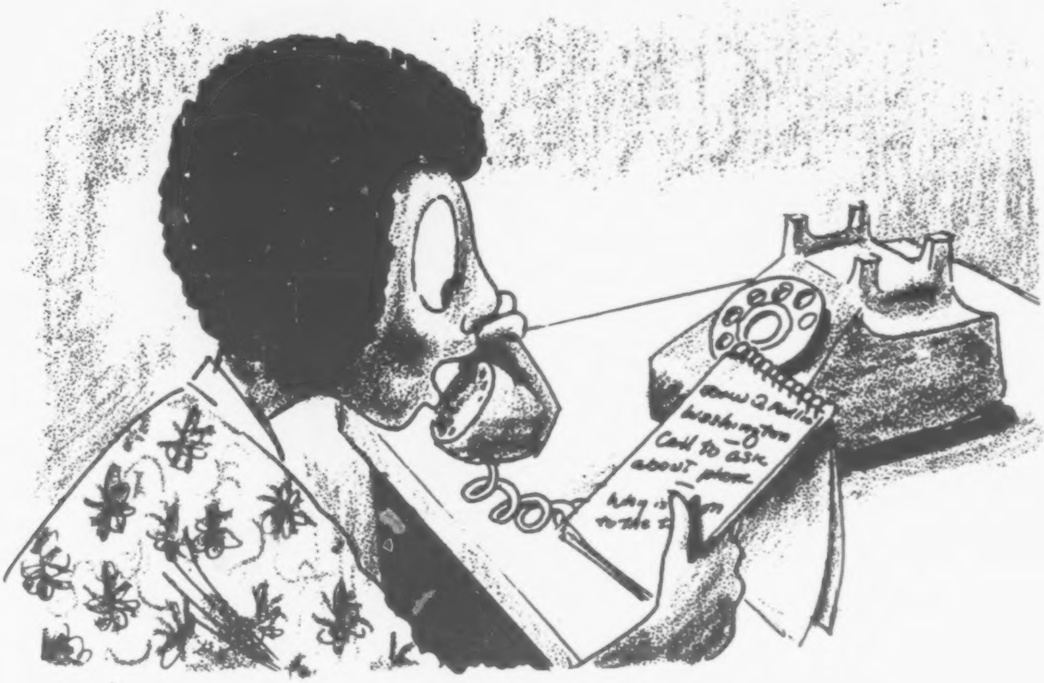
1. a
2. d
3. They help to locate a particular name.
4. To help find a particular product or service.

TELEPHONE CALLS

Planning the Call

When making a business call, you should sound like you know what you are talking about. To do this, it helps to plan each call before you place it. Before placing the call, make a list of reminders. Your list might include the name of the person you are calling, the reason for making the call, important points, such as dates or directions, and any questions to be asked.

You may have to place a call for your boss or for a co-worker. Before placing the call, be sure that the person you're making the call for is free to talk.



Placing the Call

To place a call, push down an unlit button for a line, then lift the receiver. Listen for a dial tone, then carefully dial the number. In a large business or company, you may have to dial a code number first, usually a "9," to call outside the company. Dial the code number, listen for the outside dial tone, then dial the telephone number.

If your telephone has a rotary dial, dial each number by turning the dial to the finger stop and letting it return by itself. Forcing the dial back with your finger could cause you to reach a wrong number. If your telephone has Touch-Tone buttons, push each button firmly in the proper order, and release it immediately.

Listen for the ring. Give the person time to answer. Wait one minute, about ten rings, before you hang up. If you hear a repeated beep-beep-beep, then the line is busy. Hang up and call back later.

What To Say When Someone Answers

Identify yourself immediately to the person who answers. Don't expect others to recognize you by your voice. Give the reason for your call and any other necessary information. For example, you might say, "This is Mr. Reynolds calling from Applied Electronics. I'd like to speak with Ms. Thompson about the order she placed yesterday."

Ending the Call

When the call is ended, the caller should hang up first. Since you placed the call, you should hang up before the other person. Be sure to replace the receiver gently and carefully.

If you accidently reach a wrong number, apologize to the person who answers. Then check the number and dial again.

TELEPHONE CALLS

LEARNING ACTIVITIES

1. Clara, an office worker, was asked to place a call for her boss. Her boss wanted information about a bill. Clara dialed the billing department. When the person at the billing department answered, Clara got confused and tongue-tied. She forgot the name of the person she was calling and what information she was supposed to get. What could Clara have done to do a better job?

Circle the best answer:

2. To place a call, push down
    a. an unlit button for a line
    b. the hold button
    c. a lit button for a line
    d. a flashing button

3. If your telephone has a rotary dial
    a. turn the dial to the finger stop and then return it yourself
    b. turn the dial to the finger stop and let it return by itself
    c. either of the above

✓CHECK YOUR KNOWLEDGE

1. What should you say when you place a call and someone answers the phone?

2. When the call is ended, who hangs up first— the person who placed the call or the person who received the call?

3. What should you do if you reach a wrong number?

4. List three things which should be included on your telephone call planning list.

TELEPHONE CALLS

ANSWERS TO LEARNING ACTIVITIES

1. She should have planned the call before she placed it and made a list of reminders.
2. a
3. b

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. Identify yourself, give the reason for calling and any other information.
2. The person who placed the call.
3. Apologize to the person who answers, recheck the number and dial again.
4. Can be any three of the following:

   -name of the person being called
   -reason for making the call
   -important points such as dates or directions
   -any questions to be asked

LONG DISTANCE

Occasionally you may need to place a call beyond your local area. An out-of-town call is called a long distance call. There is more to consider when you make a long distance call than when you make a local call. There are different types of long distance calls. And, long distance calls must be made according to special instructions.

Types of Long Distance Telephone Calls

The two most frequently used types of long distance calls are station-to-station calls and person-to-person calls.

When you want to reach a particular person or phone extension, place a person-to-person call. With a person-to-person call, you only talk with the specific person you are calling. Charges do not begin until that person is on the line. This type of call requires assistance from a telephone operator. Person-to-person calls cost more per minute.

Suppose you place a person-to-person call to Ms. Green at Carl's Record Company. If Ms. Green's secretary answers the telephone, the telephone operator would talk with the secretary. You would not be connected until Ms. Green herself was on the line. If Ms. Green is not available, there is no charge for the call.

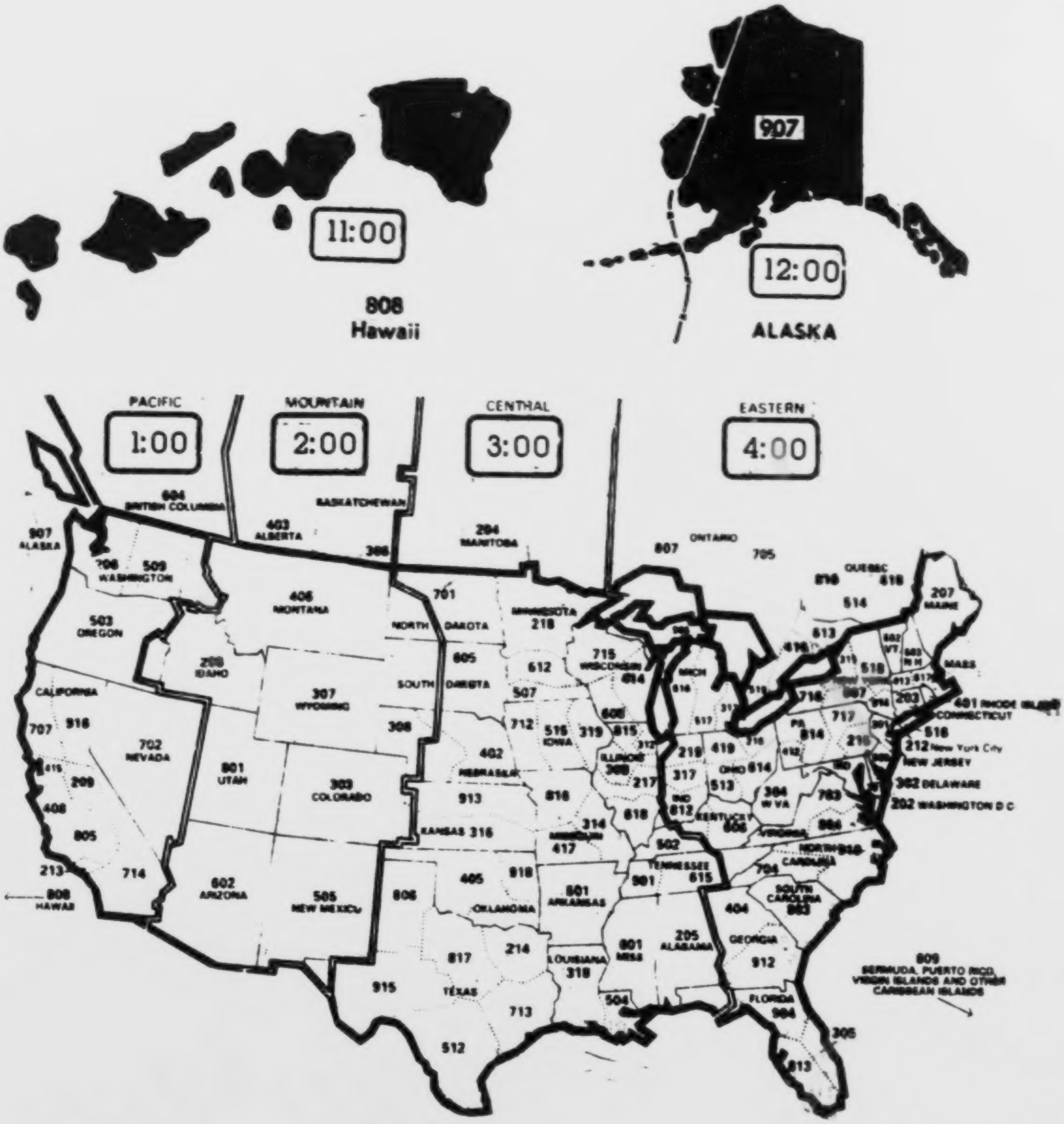
With station-to-station calls, charges start as soon as someone answers the telephone. If you are willing to talk with whoever answers, or if you are fairly sure that the person you are calling will be there, make a station-to-station call. Suppose again, that you place a station-to-station call to Carl's Record Company. You would be charged for the call as soon as the phone at Carl's is answered. So, if the secretary answers the phone and says Ms. Green is out to lunch, you still would be charged for the call.

Another type of long distance call is the conference call. A conference call allows several people in different places to talk with each other at the same time. For exmple, Ms. Jones in Alaska, Mr. Smith in Maryland, and Ms. Johnson in Utah could all speak with each other by phone during a conference call.

Some businesses have a special arrangement for station-to-station long distance telephone calls. This is called Wide Area Telephone Service or WATS. You can call a company that has this service free of charge. The number "800" is the standard area code for all WATS lines. Many hotel and motel chains use WATS service to make it easier for customers to reserve rooms.

The Area Code

To place a long distance call, you need to know the area code of the place you are calling. The United States and Canada are divided into more than 120 telephone areas. Each area has a three-number code. The Call Guide contains a map showing the different area codes and a list of area codes for some cities. If you cannot tell the area code from the map, check the list of area codes for the major cities in the Call Guide in the directory.


11:00
808
Hawaii
907
12:00
ALASKA
PACIFIC
1:00
MOUNTAIN
2:00
CENTRAL
3:00
EASTERN
4:00
604 BRITISH COLUMBIA
403 ALBERTA
SASKATCHEWAN
306
204 MANITOBA
807
ONTARIO
705
QUEBEC
907 ALASKA
206
509 WASHINGTON
503 OREGON
406 MONTANA
208 IDAHO
307 WYOMING
701 NORTH DAKOTA
605 SOUTH DAKOTA
218 MINNESOTA
612
507
715 WISCONSIN
414
MICH
207 MAINE
CALIFORNIA
707
916
702 NEVADA
801 UTAH
303 COLORADO
308
402 NEBRASKA
712
515 IOWA
319
815
312
ILLINOIS
309
217
219
419
317
OHIO
614
513
IND
812
304 W VA
703
KENTUCKY
606
VIRGINIA
804
NORTH CAROLINA
919
704
SOUTH CAROLINA
803
404
GEORGIA
912
FLORIDA
904
305
813
717
PA
814
215
716
607
518
401 RHODE ISLAND
CONNECTICUT
516
212 New York City
NEW JERSEY
302 DELAWARE
202 WASHINGTON D C
MASS
415
209
408
805
213
714
808 HAWAII
602 ARIZONA
505 NEW MEXICO
806
405 OKLAHOMA
918
913
KANSAS 316
816
314 MISSOURI
417
502
TENNESSEE 615
901
501 ARKANSAS
214
817
TEXAS
915
713
512
LOUISIANA 318
504
601 MISS
205 ALABAMA
809 BERMUDA, PUERTO RICO, VIRGIN ISLANDS AND OTHER CARIBBEAN ISLANDS

BEST COPY AVAILABLE

Direct Distance Dialing

Direct distance dialing is a method of placing long distance telephone calls yourself. You can dial station-to-station long distance calls to any telephone number that has seven numerals, like 277-0107, or two letters and five numerals, like MA6-2476. No assistance from the operator is needed to use direct distance dialing.

In some areas, other types of long distance calls, such as person-to-person, collect, or credit card can also be placed using direct distance dialing. After you have dialed the telephone number, a telephone operator will interrupt and ask for other necessary information. Calling this way, without the assistance of the telephone operator, is less expensive.

The exact procedures for using direct distance dialing vary from city to city. Check the Call Guide in the telephone directory for instructions for your area.

Operator-Assisted

To have the operator place a long distance call for you, dial "0" (Operator). When the operator answers, explain that you wish to make a long distance call. State what type of call you are placing, then give the area code, telephone number, and any other necessary information. For example, if you are calling person-to-person, you will need to give the name of the person you are calling.

Long Distance Directory Assistance

If you do not know the telephone number of a person or company in a distant city, you can get that information from a telephone operator in that city. Check the Call Guide for the area code of the city you want. Then, dial the area code and 555-1212. Tell the operator the name of the city or town, then the name of the person or company.

When You Reach a Wrong Number

If a wrong number is reached on a long distance call, apologize to the person who answers and hang up. Then call the telephone operator. If you explain that you reached a wrong number, you will not be charged for the call.

Time Zones

When you call long distance, you need to be aware of the time differences across the country. There are six time zones in the United States: Eastern, Central, Mountain, Pacific, Alaska Standard, and Hawaii-Aleutian. Each zone is one hour earlier than the one immediately to the east of it. When it is 4:00 p.m. Eastern time, it is 3:00 p.m. Central time, 2:00 p.m. Mountain time, 1:00 p.m. Pacific time, noon Alaska Standard time, and 11:00 a.m. Hawaii-Aleutian time. Consider the time differences when you plan a long distance telephone call. For example, you should not place a call at 4:00 p.m. from Fairbanks, Alaska to an office in Washington, D.C. It would be 8:00 p.m. in Washington, and the office would probably be closed for the day.

WORDS TO KNOW

Area code: a three-number code used in making long distance calls.

Conference call: allows more than two people to talk to each other by telephone at the same time.

Call guide: a section of the White Pages which gives emergency numbers, dialing information, and area codes.

Directory assistance: can be called to find a phone number not listed in the directory.

Direct distance dialing: a method of placing long distance calls without the operator.

Operator assisted call: a long distance call that requires the help of an operator.

Person-to-person: a type of long distance call where charges start only when a specific person comes to the phone.

Station-to-station: a type of long distance call where charges start as soon as the phone is answered.

WATS line: a special arrangement which some companies have where people can call the company station-to-station free of charge.

LONG DISTANCE

LEARNING ACTIVITIES

1. Look at the area code map in the telephone directory. What are the area codes for the following cities or states:

   a. Washington, D.C.
   b. Seattle, WA
   c. Los Angeles, CA
   d. Chicago, IL
   e. Atlanta, GA
   f. Houston, TX

2. Explain the difference between a person-to-person call and a station-to-station call.

3. Explain each of the following terms:

   a. direct distance dialing
   b. WATS
   c. conference call

✓CHECK YOUR KNOWLEDGE

1. What should you do if you reach a wrong number on a long distance call?

2. Why is it necessary to be aware of time differences across the country when placing long distance calls?

3. How do you reach long distance directory assistance?

4. How do you call the operator?

ALTERNATE ACTIVITIES

1. Invite a speaker from the telephone company to speak to your class about the proper techniques for using a business telephone.

2. Arrange to view the telephone company film, "How to Lose Your Best Customer Without Really Trying."

LONG DISTANCE

ANSWERS TO LEARNING ACTIVITIES

1. a. 202
   b. 206
   c. 213
   d. 312
   e. 404
   f. 713

2. With a person-to-person call, the conversation does not begin until a specific person comes on the line. With a station-to-station call, the conversation begins as soon as the phone is answered.

3. a. A method of placing long distance calls without the operator.

   b. A special arrangement for placing station-to-station calls used by many companies. You can call a company that has this service free of charge.

   c. This allows several people in different places to talk with each other by telephone at once.

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. Apologize to the person who answers and hang up. Then call the operator and explain.

2. Because you might reach a number at a bad time--either too early or too late in the day.

3. Call the area code of the city you want and then 555-1212.

4. Dial "0" (Operator).

ANSWERS TO ALTERNATE ACTIVITIES

1., 2. Both activities (1 and 2) can be arranged by calling the business offices of your local telephone company.

USING THE TELEPHONE

UNIT TEST

1. Why do business phones have more than one line?

2. Give one reason why you would put a call on hold.

3. What is the intercom button used for?

4. List three ways to keep your voice pleasant sounding on the telephone.

5. Jim Tyles is the secretary for the Accounting Department of Jones Movers. Which way should Jim answer the phone? Circle the best answer.

   a. Tyles here.

   b. Hello.

   c. Jones Movers, Accounting Department, Mr. Tyles speaking.

   d. Jones Movers, Jim here.

   e. None of the above.

6. How should Jim Tyles end a phone conversation? Circle the best answer.

   a. Jim Tyles, Accounting Department, ringing off.

   b. Sincerely yours, Jim Tyles.

   c. Good-bye.

   d. Jones Movers moving on.

   e. Any of the above.

7. Before putting a call on hold, what should you say to the caller?

8. List at least four things which should be included in a telephone message.

9. When is it necessary to take a telephone message?

10. How would you find the telephone number of a business which is not listed in the telephone directory?

11. What is the purpose of the White Pages?

12. What are the Yellow Pages most useful for?

13. What information should you give right after someone answers your business call?

14. What type of long distance call should you make if:

  a. You are calling a certain company long disance and don't care who you speak to?

  b. You are calling a certain company long distance and you want to speak with Ms. Jones and no one else?

  c. You want to speak with Mr. B in Oklahoma and Ms. C in Maine at the same time?

  d. You want to make a call without the help of the operator?

15. What should you do if you dial a wrong number while making a long distance call?

16. How can you find out the area code of the place you're calling?

USING THE TELEPHONE

ANSWERS TO UNIT TEST

1. So that more than one call can be handled at a time.

2. Suggested answers:

   -to deal with another call
   -to obtain information for the caller
   -to deal briefly with another task

3. To call another person in the same office or company.

4. Can be any three of the following:

   -speak directly into the mouthpiece
   -use normal volume
   -use normal rate of speed
   -emphasize your words
   -speak clearly
   -speak distinctly (careful pronunciation)
   -keep mouth empty

5. c

6. c

7. Answer should include telling the caller that s/he is being put on hold and why.

8. Can be any four of the following:

   -name of person being called
   -date of call
   -time of call
   -name of caller
   -name of caller's business or organization
   -caller's telephone number
   -what should be done about the call
   -message itself
   -name of person who took the message

9. When the person being called is unavailable and can't take the call.

10. Call directory assistance.

11. The White Pages provides a listing of the telephone numbers in the local community.

12. For finding a particular product or service.

13. Your name and the purpose of the call.

14. a. station-to-station
    b. person-to-person
    c. conference call
    d. direct dialing

15. Apologize, hang up, and call the operator to report it.

16. By checking the map or list in the Call Guide of the telephone directory.

WRITING BUSINESS LETTERS

UNIT OBJECTIVE

After completion of this unit, the student will be able to compose and write the different kinds of business letters.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Describe the characteristics of a good business letter.
2. Identify the six parts of a business letter.
3. Tell what should be included in each part of a business letter.
4. Compose an order letter, an inquiry letter, an acceptance letter, and a refusal letter.

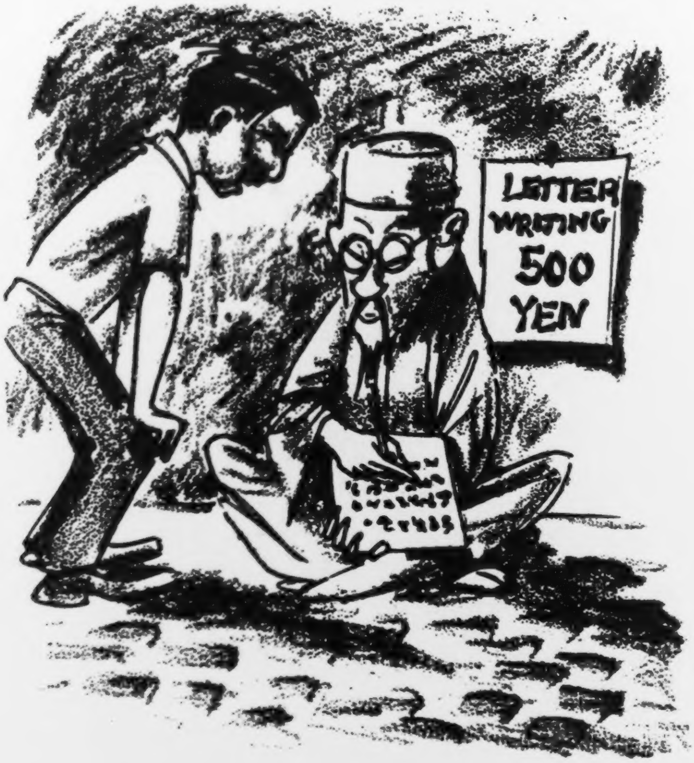
Materials in this unit are taken from Office and Clerical Skills Learning Activity Packets, Dennis R. Herschbach, University of Maryland, Department of Industrial, Technological, and Occupational Education funded through the Maryland State Department of Education, Division of Vocational-Technical Education, 1978; reproduced with permission.

LETTER WRITING

In some countries, it is not uncommon to find a letter writer sitting in front of a post office. When people who cannot write want to send a letter, they tell the letter writer what they want to say. The letter writer then gets paid for writing the letter.

Although the people you work with will be able to write, a part of your office job may be to compose and write letters for others. You may be asked to write a variety of business letters. For example, you may have to confirm an order or reserve a hotel room for someone in your office.

You cannot anticipate every writing situation, but there are two things you can do. First, you can learn the basic characteristics of a good business letter. Second, you can become familiar with some of the basic kinds of letters that might be used in your job.



A GOOD BUSINESS LETTER

Anyone can write a business letter, but not everyone can write a *good* business letter. A good business letter is neat, courteous, and well organized. Its message is stated clearly and simply.

There are several acceptable styles of business letters. Your office will probably use one particular style. The sample letters in this unit are in one of the standard letter styles. Whichever style you use, be consistent throughout each letter. And, no matter which style you use, keep the following points in mind when writing a business letter.

The Letter's Appearance (Or, Give Your Letter Eye Appeal)

The person who receives your letter forms an impression of your company before even reading the letter. At first glance, a neatly typed letter will give the reader a good impression. A clean and neat page is important. There should be no obvious erasures or smudges on your letter. Each page of the letter should be fresh, with no tears or dirty finger marks on it. See that each letter you write and type has eye appeal!

Be Positive

When writing a business letter, be as courteous as you would if you were talking face-to-face with the reader. Always consider how the reader will react to the letter. Whenever possible, use positive words and expressions instead of negative ones. Suppose, for example, a customer doesn't give you complete information for an order. When you write to that customer, don't be negative. Don't say: "We can't help you," or "You did it wrong." The customer might become angry with this type of attitude. Be positive and helpful. Let the customer know that you appreciate the order anyhow. Use sentences like: "We were pleased to receive your order and will be happy to fill it. However, we need some additional information."

Be Brief

Giving information briefly is another important part of business courtesy. Business people are busy people. Their time is wasted if they must read letters that are too long and wordy. If your letters contain too much unnecessary information, the reader may become irritated. Look at the following two examples:

> Example 1: We have thought it over and would very much like to possibly order books from you about automotive mechanics, so please, we would appreciate it if you could send to us information on how to order your books from your company on automotive mechanics.
>
> Example 2: Please send us information on how to order your automotive mechanics books.

Both examples say the same thing, but Example 2 is much more brief and to the point. And, being brief is always best.

Be Complete

Although it's important to be brief, the letter must also be complete. Include all the important information in your letter. Look at the two examples below. Notice the differences between them.

> Example 1: Your order, invoice no. 8607, was shipped airmail today and should arrive by April 1.
>
> Example 2: Your order was shipped and you should get it soon.

The first example contains four specific items of information: the order number, how and when it was shipped, and when it should arrive. The second example gives none of this information.

Be Well Organized

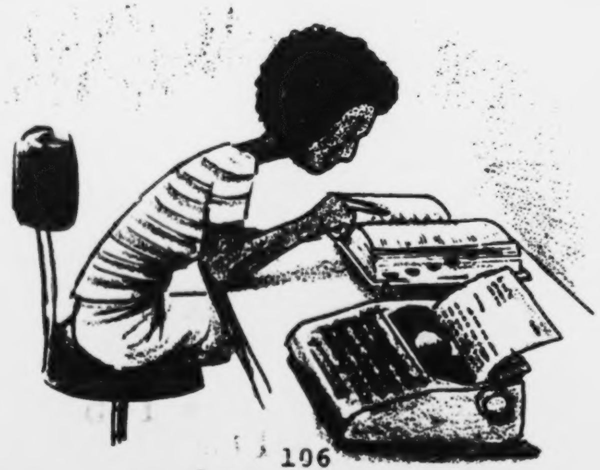
The ideas contained in a business letter should be well organized. Give all information in logical order. Do not skip around. Look over the following two examples. Example 1 skips around. Example 2 is well organized.

> Example 1: The set of cookbooks you ordered has been shipped to you. If you need anything more, please contact us. You should receive the shipment by April 1. We hope you enjoy the books. Your shipment was sent by parcel post.
>
> Example 2: The set of cookbooks you ordered has been shipped to you by parcel post. They should arrive by April 1. If you need anything more, please contact us. We hope you enjoy the books.

Use Correct English

Always use correct English. A business letter is no place for slang. If, for example, you must write a letter to a customer who has ordered something but did not send a payment, you would not say: "Gimme the dough or no dice." It would be much better to say: "We will be happy to fill your order after we have received your payment."

Watch your spelling and grammar, too. Many offices keep a grammar handbook and a dictionary handy. Use them to check spelling, punctuation, and any other grammatical points. If your office doesn't have these books, you might buy your own.



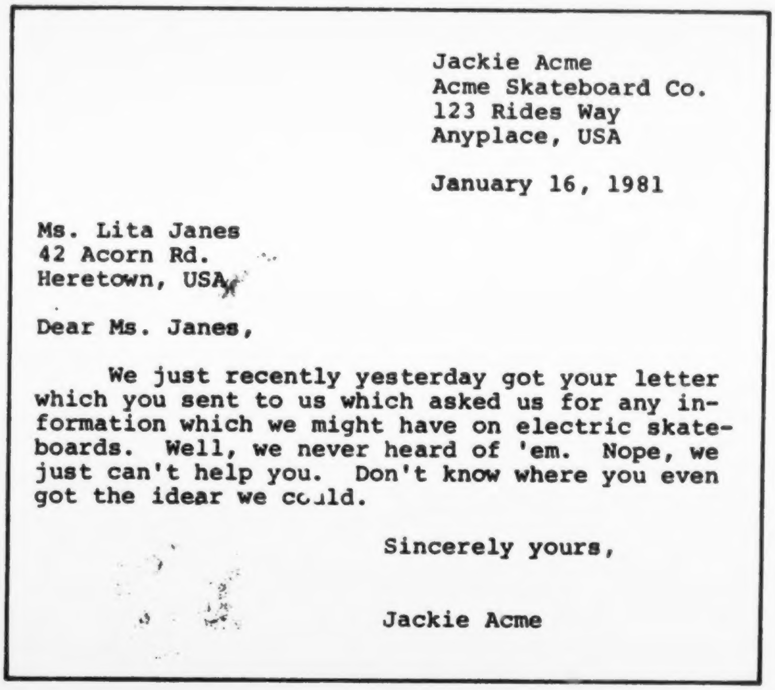
A final point: don't sound too "stuffy." Avoid expressions like "This will acknowledge the receipt of your letter of January 5." It's simpler to say, "I have received your letter of January 5."

When you write a business letter, look it over carefully before mailing it. If you were receiving your own letter, would it impress you?

LETTER WRITING

LEARNING ACTIVITIES

1. What's wrong with this letter?



Jackie Acme
Acme Skateboard Co.
123 Rides Way
Anyplace, USA

January 16, 1981

Ms. Lita Janes
42 Acorn Rd.
Heretown, USA

Dear Ms. Janes,

We just recently yesterday got your letter which you sent to us which asked us for any information which we might have on electric skateboards. Well, we never heard of 'em. Nope, we just can't help you. Don't know where you even got the idear we could.

Sincerely yours,

Jackie Acme

2. Below are four pairs of sentences. For each pair, tell which sentence is better for a business letter, and why.

   a. 1. Your order of marbles, invoice #83920, was shipped by express, and should arrive by April 12.

      2. Your order was shipped and should arrive soon.

   b. 1. No. We can't help you.

      2. We thank you for your interest, but at this time we have no vacancies.

   c. 1. We are sorry for the delay and hope it doesn't foul you up.

      2. We are sorry for the delay and hope it does not inconvenience you.

   d. 1. Thank you for your order.

      2. Thank you very much for your order which we were so pleased to receive and appreciate very much.

LETTER WRITING

√CHECK YOUR KNOWLEDGE

1. Describe four characteristics of a good business letter.
2. Why is it important to keep a business letter as brief as possible?

ALTERNATE ACTIVITIES

1. Collect some samples of business letters that come into your home. Typical examples are letters from insurance companies or magazine publishers. Examine them to see if they are really good business letters.

LETTER WRITING

ANSWERS TO LEARNING ACTIVITIES

1. -smudges on paper
   -does not use correct English
   -uses slang
   -is too negative

2. a. #1; gives complete information
   b. #2; is positive
   c. #1; the alternative sentence uses slang
   d. #1; is simple and brief

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. Can be any four of the following:

   -Good appearance--letter is neatly typed and clean.

   -Positive--negative expressions are avoided.

   -Brief--contains no unnecessary information.

   -Complete--all important information included.

   -Well organized--information in logical order.

   -Correct English--avoid using slang; use correct spelling and grammar.

   -Not "stuffy"--words and expressions are simple.

2. Long, wordy letters waste reader's time and may irritate reader.

PARTS OF LETTERS

Most business letters are typed on standard 8 1/2" x 11" paper. Margins of at least one inch should be left on both sides of the paper and at the bottom.

Business letters contain six parts: the heading, the inside address, the salutation, the body of the letter, the complimentary close, and the signature. These six parts are labeled on the sample letter in Figure 1. Refer to the sample letter as you read the description of each part.

Heading

The heading contains the name and full mailing address of the writer's company and the date of the letter. This address should be the same as the return address on the envelope. The heading is always put on the upper part of the page, before any other part of the letter.

Most businesses and organizations use letterhead stationery. On letterhead stationery, the name and address of the business are already printed on the page. The date still must be written in.

SAMPLE LETTER

FIGURE 1

(Heading)

Hartson Real Estate Company
1806 Deer Hill Avenue
Danbury, Connecticut 06810

(Date)

January 30, 1980

(Inside Address)

Mr. John Reed
4867 Wade Street
Brooklyn, New York 05104

(Salutation)

Dear Mr. Reed:

(Body of Letter)

Thank you for your reservation for the 1980 rental season. We have reserved Cottage 3 for you from July 27 until August 4. The rent will be $300 and we will need a deposit of $150 to confirm your reservation. We will need to receive your deposit by July 17. If we do not hear from you by that time, we will assume your plans have changed and will cancel your tentative reservation.

We appreciate your confidence in our company and look forward to seeing you this summer.

(Complimentary Close)

Sincerely yours,

(Signature)

(Typed Name)

Joan Max
Rental Manager

Do not abbreviate the month when you write the date. Write it out, for example, January 10, 1986. Do not write the day of the week in the date. Skip at least four lines before beginning the inside address. If your letter is short, skip more lines so that the body of the letter will be centered on the page.

Inside Address

The inside address includes the full name and address of the person, company, or organization you are writing. Always use an appropriate title, like Mr., Dr., or Ms. before a name. If the person has a job title, such as principal or sales manager, write it below the person's name.

Begin each line of the inside address at the left margin. It should look like this:

Ms. Helen O'Malley
Credit Manager
Winthrop Electrical Supply Company
21 North Street
Houston, Texas 50411

Double-space before typing the salutation.

Salutation

The salutation is a courteous greeting to the person who will be reading the letter. The most common salutation is "Dear." It comes before the body of the letter and is written at the left margin. In most cases, it is followed by a colon.

If you know the person who will be receiving the letter, use that person's name in the salutation. It should also be the same name that is written in the inside address. The following are examples of salutations where the name is known:

Dear Mr. Jones:

Dear Ms. Jones:

Dear Mrs. Jones:

Dear Miss Jones:

However, sometimes you will write a letter without knowing who will be reading it. In this case, the following are accepted salutations:

Dear Madam:

Dear Sir:

Dear Madam or Sir:

Gentlemen: (If you are writing to a business with only men)

Ladies: (If you are writing to a business with only women)

Gentlepersons: (If you are writing to a business with both women and men)

To whom it may concern:

Double-space before beginning the body of the letter.

Body of the Letter

The body of the letter contains your message. The first sentence should clearly and simply tell the purpose of your letter. After the first sentence, briefly state all other necessary information.

Some letters may need to be only one or two sentences long. Other letters may need to be much longer. In a long letter, you may use the last sentence to summarize the message, explain what action must be taken, or thank the reader for doing business with your company.

Double-space between paragraphs. In a long letter, use several paragraphs instead of one long one.

Never type on the back of a page. If your letter is long, use two pages. To prevent problems if the pages become separated, type the following at the top of the second page: the name of the person, company, or organization you are sending the letter to; "Page 2;" and the date. It can be typed across the top of the page, like this:

Mrs. Helen O'Malley   Page 2   January 12, 1986

or, it can be written in three separate lines by the left margin, like this:

Mrs. Helen O'Malley
Page 2
January 12, 1986

Double-space before typing the complimentary close.

The Complimentary Close

The complimentary close is a courteous expression that is used to end the letter. If more than two words are in the expression, capitalize only the first. A comma should be used after the complimentary close.

The following are accepted complimentary closes:

Sincerely yours,	Respectfully,
Yours truly,	Sincerely,
Cordially yours,	Cordially,

The one you choose will depend on how well you know the reader and on the nature of your letter.

The complimentary close says "LOVE" and I hardly know him.

Signature

The signature is typed four spaces below the complimentary close. The writer's job title may be written either next to or below the name. For example:

Everett Bowen, Secretary

or

Marie Clark
Sales Manager

The handwritten signature appears immediately above the typed name.

Sincerely yours,

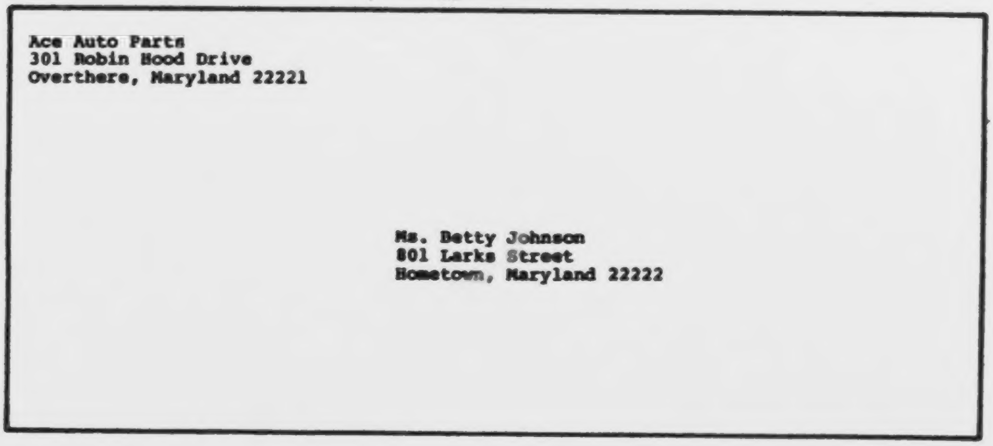
Joanne Blake

Joanne Blake

The Envelope

The envelope should match the stationery in color and style. The same address used in the heading of the letter should be typed in the upper left corner of the front of the envelope. Many companies and organizations use envelopes with their name and address already printed there.

The name and address of the person, company, or organization you are writing should be identical to the inside address. On a small envelope, start typing 2" from the top and 2 1/2" from the left edge. On a large envelope, begin 2 1/2" from the top and 4" from the left edge.



Ace Auto Parts
301 Robin Hood Drive
Overthere, Maryland 22221

Ms. Betty Johnson
801 Larks Street
Hometown, Maryland 22222

WORDS TO KNOW

Body of letter: the message of the letter

Complimentary close: a courteous expression used to close the letter

Envelope: used to enclose a business letter

Heading: contains the name and full mailing address of writer's company and the date of the letter

Inside address: contains the name and address of the reader

Letterhead stationery: paper on which the name and address are already printed

Salutation: a courteous greeting to the reader

Signature: the typed and handwritten signatures of the writer

Standard business paper: 8 1/2" x 11" typing paper used for business letters

PARTS OF LETTERS
LEARNING ACTIVITIES

1. Match the words in Column 1 with the correct explanation in Column 2.

Column 1	Column 2
____ 1. heading	a. greeting that comes before the body of the letter
____ 2. salutation	b. name and address of person or company being written to
____ 3. signature	c. the message itself
____ 4. body of letter	d. courteous expression used to end the letter
____ 5. inside address	e. mailing address of writer and date of letter
____ 6. complimentary close	f. signed name of person sending the letter

2. Label the parts on the following letter:

a.______________

The green Thumb Shop
14301 Conover Street
Denver, Colorado 80212

March 21, 1986

b.______________

Mrs. Mary Klare
86 Johnson Avenue
Ann Arbor, Michigan 48103

c.______________

Dear Mrs. Klare:

Your tulip and daffodil bulbs have been shipped to you by parcel post and should arrive by September 1. We are glad we could fill your order so promptly.

d.______________

We are enclosing a pamphlet on planning your garden which we hope you will find helpful. In addition to spring bulbs, we carry a wide selection of seeds, plants, fertilizers, and insecticides. Our fall catalog is coming out soon and a copy will be sent to you. Notice especially our new line of hard-to-find herbs and spices.

Thank you for your order. We hope to serve you again soon.

e.______________

Sincerely yours,

f.______________

Ronald Lincoln

PARTS OF LETTERS

√CHECK YOUR KNOWLEDGE

1. Indicate whether the following statements are true or false:

____ a. With letterhead stationery, the name and address of a company are already printed on the page.

____ b. When you write the date, abbreviate the month, like Jan. 3, 1986.

____ c. The salutation is always followed by a comma.

____ d. The envelope should match the stationery.

____ e. The handwritten signature appears just above the typed signature.

____ f. If your letter is long, type on the back of the page.

PARTS OF LETTERS

ANSWERS TO LEARNING ACTIVITIES

1. 1. e
   2. a
   3. f
   4. c
   5. b
   6. d

2. a. heading
   b. inside address
   c. salutation
   d. body of letter
   e. complimentary close
   f. signature

ANSWERS TO ✓CHECK YOUR KNOWLEDGE

1. a. true
   b. false
   c. false
   d. true
   e. true
   f. false

COMPOSING LETTERS

"Please, could we have . . . ." The Order Letter

The order letter is one of the simplest business letters to write. Although most offices use special order forms, many times you will have to write a letter to order something.

In an order letter, briefly and clearly list the items you wish to order. Include the following information:

1. Name of item, including catalog number, if any
2. Quantity of items needed
3. Identifying information--color, weight, material, pattern, price
4. How the items will be paid for--cash, check, or charge to company
5. How the items should be sent--parcel post, by air or by land

The following is a situation in which an order letter must be written:

You are working in the office of the Ace Hardware Store, 121 White Street, Knoxville, Tennessee 37919. Ace Hardware is planning a Fourth of July sale on red, white, and blue paint. You have to order 50 gallons of white paint and 25 gallons each of red and blue paint for the sale. The store buys its paint from the Eastern Supply Company, 118 Main Street, Richmond, Virginia 23229. Your letter might look like this:

Ace Hardware Store
121 White Street
Knoxville, Tennessee 37919

June 10, 1986

Eastern Paint Supply Company
118 Main Street
Richmond, Virginia 23229

Gentlepersons:

Please ship the following items immediately by air express:

50 gal. #240 White Latex Paint @ $7.00. . .$350.00

25 gal. #242 Red Latex Paint @ $7.00. . . . 175.00

25 gal. #247 Blue Latex Paint @ $7.00 . . . 175.00

$700.00

You may bill the items and delivery charges to our account, No. 8640762.

Sincerely yours,

Thomas S. Stone
Manager

"We would like . . . ." The Inquiry Letter

An inquiry letter asks for something. It may be for a reservation at a hotel, or for a pamphlet or price list. Or maybe someone in your office wants more information about a product or service.

Letters of inquiry should be short and to the point. In the first sentence, state the request. Then, in the following sentences, give any details that will help explain the request. Always ask politely and courteously. End the letter with a thank you. Below is a sample.

LETTER OF INQUIRY

Jeans N' Stuff Boutique
1831 Main Street
St. Paul, Minn. 88210

April 2, 1986

Ms. Jane Appleton
Savvy Sportswear Co.
2025 Broadway
New York, New York 10012

Dear Ms. Appleton:

I would appreciate a price list of your 1980 Fall Sportswear line. I would also like to see any available sketches of the clothes, along with descriptions of colors and fabrics.

Respectfully,

Thomas Dewey
Sales Manager

"Yes, we can . . . ." The Acceptance Letter

The acceptance letter tells the reader that you can fulfill a request. For example, you might agree to fill an order or to accept a business invitation.

When you can say "yes," do it early in the letter. Begin with a simple, direct statement like: "We would be happy to fill your order for the leather jacket." You may then briefly add any necessary details such as: "We will ship the order by express. You should receive it by April 30." End the letter with a brief and courteous closing.

Sometimes you can use this kind of letter to promote your company or one of its products or services. Once you have told the reader that the request can be granted, you can suggest other ways in which your company can help.

The following letter is an example of one which says "yes," then adds a polite sales pitch.

LETTER OF ACCEPTANCE

Acme Skateboard Co.
14301 Conover St.
Denver, Colorado 80212

July 8, 1986

Mr. Sam Jenner
Sam's Sporting Goods Store
5213 King St.
Royal Oak, Michigan 48012

Dear Mr. Jenner:

We were very happy to receive your order for 12 dozen Glide-Rite Skateboards. The order will be processed and sent out by Wednesday, July 11. We are sending it by Statewide Express and you should receive it by July 18.

We are enclosing a pamphlet and price list of our skateboard accessories. We hope that you will find it helpful in planning your skateboard accessory inventory.

Thank you for your order. We hope to serve you again soon.

Sincerely yours.

Rhonda Jacobs
Sales Coordinator

"Sorry, but no . . . ." The Refusal Letter

Sometimes it may be necessary to say "no" to a customer. This could happen, for example, when an order cannot be filled, an insurance policy doesn't cover a claim, or an applicant doesn't qualify for a job. Preparing this kind of business letter requires special care. Remember to consider the reader. Try to say "no" as courteously as you can. Use positive phrases whenever possible.

Begin by acknowledging the reader's interest in your company. For example: "Thank you for sending us an application for employment in our Sales Department."

Then explain carefully and tactfully why you cannot grant the request. Make the reader feel that you are being honest. For example, "Unfortunately, at this time, we have no available positions in the hardware division."

Let the reader know that you will be available for help at a later date or refer the reader to someone who can help. Be pleasant and friendly in your closing.

See how this formula works in the following letter.

LETTER OF REFUSAL

The Racket Club
8207 Longword Drive
Miami Beach, Florida

June 9, 1986

Alvin Klien
Sun N' Surf Boutique
Pensacola, Florida

Dear Mr. Klien:

Thank you very much for your recent order of 100 dozen Super-Swing tennis balls. However, because of our unexpected success with this item, our stock is depleted and we cannot ship any orders for at least 60 days. Perhaps you would like to reorder at that time.

If I can be of help to you concerning any other items, please let me know. We look forward to a fine business relationship in the future.

Respectfully,

Melanie Stoner
Merchandise Coordinator

COMPOSING LETTERS

LEARNING ACTIVITIES

You are an office worker at the Ritz Manufacturing Company, 2421 Wells Street, Saybrook, Connecticut 06206. Compose letters for two of the following situations. Be sure to include all six parts of a business letter.

1. A special mailing is to go out next week. Ms. Elaine Sanford, your supervisor, asks you to order 5 packages of white paper, catalog number 246, and 5 packages of white envelopes, catalog number 346. Office supplies are usually ordered from Goodwin Office Supply Company, 999 Minter Road, Bridgeport, Connecticut 06401. They should be shipped immediately by air express. Ritz Manufacturing Company has an account there. The account number is 85116.

2. Byron Thorpe plans to attend a conference in San Francisco from July 10-13. You are asked to reserve a room for Mr. Thorpe at the Colony Inn, 82601 Shore Drive, San Francisco, California 94401. He would like a single room with a bath.

3. Ms. Alice Dunn of Queen Products, 8441 Jensen Road, Ann Arbor, Michigan 48284 placed an order, #29865, for some machinery with your company. The order has been filled and was sent by air express this morning. Mr. James Allen, Sales Manager, has asked you to write to Ms. Dunn and tell her the order is on the way.

4. Lansing High School, 12 Sarton Lane, Saybrook, Connecticut 06206 is planning a career day on May 5. You have been asked to speak to Lois Morgan's business class about your duties as an office worker. Unfortunately, Ritz Manufacturing Company has an important sales meeting scheduled for that day. You must be at your desk. Write to Ms. Morgan and tell her you will be unable to come.

COMPOSING LETTERS

√CHECK YOUR KNOWLEDGE

1. List four pieces of information which should be included in an order letter.
2. What is the purpose of a letter of inquiry?
3. What information should be included in an acceptance letter?
4. Give one example of a situation where a refusal letter might be called for.

ALTERNATE ACTIVITIES

You are an office worker at Carlton Sewing Products, 72 Triangle Street, Sentinal, Georgia 28607. Compose letters for each of the following situations. Include all six parts of a business letter.

1. Dyes for yarn are usually ordered from the Fullwell Company, 18 Colorful Lane, Anniston, Alabama 41170. Dwayne Lidston, Production Manager, has asked you to order 100 lbs. of blue dye, #82, and 100 lbs. of yellow dye, #73. These are to be shipped C.O.D.
2. The typewriters in your office are old and Jane Crosby, your supervisor, is considering replacing them. Write to Selwyn Typewriter Services, 1907 College Avenue, Atlanta, Georgia 24011. Ask them to send information and price lists on the electric typewriters they sell and service.
3. Nancy Keller, 18 W. Fourth Street, Omaha, Nebraska ordered thread and scissors from your company. She also asked for an application for a charge account. Jane Crosby, your supervisor, has asked you to write to Ms. Keller to tell her the items have been sent. Tell her you are enclosing the credit application she requested.
4. Carlton Sewing Products awards one scholarship each year to a student entering college. This year thirty-five students applied. Mr. Sheldon Ambrose, company president, will have to send a letter to the thirty-four students who did not get the scholarship. Compose the letter for Mr. Ambrose to send.

COMPOSING LETTERS

ANSWERS TO LEARNING ACTIVITIES

The following are suggested letters

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

March 21, 1986

Goodwin Office Supply Company
999 Minter Rd.
Bridgeport, Connecticut 06401

Gentlepersons:

Please ship the following by air express:

5 packages of white paper, Catalog #246

5 packages of white envelopes, Catalog #346

You may bill the items and delivery charges to our account, No. 85116.

Sincerely yours,

(Ms.) Elaine Sanford

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

April 29, 1986

Colony Inn
82601 Shore Dr.
San Francisco, California 94401

Gentlepersons:

Would you please reserve a single room with a bath for me for July 10-12. If you have no vacancies for that time, please let me know as soon as possible.

Sincerely,

Byron Thorpe

COMPOSING LETTERS

ANSWERS TO LEARNING ACTIVITIES

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

June 21, 1986

Ms. Alice Dunn
Queen Products
8441 Jensen Rd.
Ann Arbor, Michigan 48284

Dear Ms. Dunn:

We were happy to fill your order (#29865) for machinery. Your order was shipped by air express. You should receive it no later than June 30.

Cordially,

James Allen
Sales Manager

Ritz Manufacturing Company
2421 Wells Street
Saybrook, Connecticut 06206

April 14, 1986

Ms. Lois Morgan
Lansing High School
12 Sarton Lane
Saybrook, Connecticut 06206

Dear Ms. Morgan:

Thank you very much for your invitation to speak to your class on May 5. Unfortunately, I will not be able to come on that day. However, I would be very happy to speak to your class if we could arrange another date.

Yours truly,

(your name)

COMPOSING LETTERS

ANSWERS TO √CHECK YOUR KNOWLEDGE

1. Can be any four of the following:

   -name of item
   -quantity
   -identifying information
   -how items will be paid for
   -how items should be sent

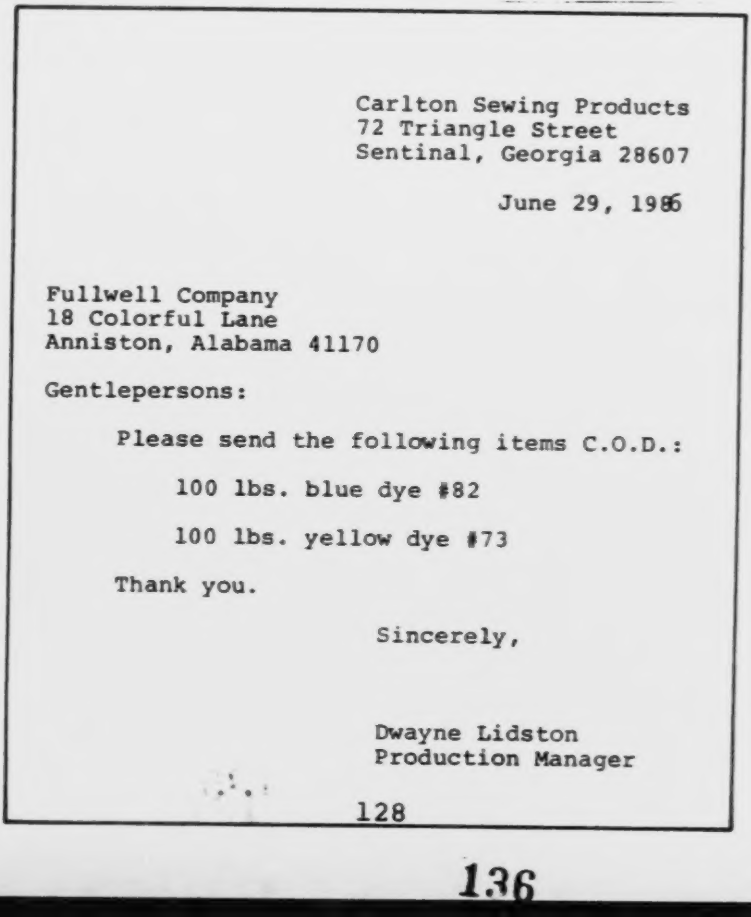
2. To ask for something

3. -that request can be met
   -necessary details such as shipping information
   -promotion of company's products

4. Any situation where a request is being turned down

ANSWERS TO ALTERNATE ACTIVITIES

Suggested letters:



Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

June 29, 1986

Fullwell Company
18 Colorful Lane
Anniston, Alabama 41170

Gentlepersons:

Please send the following items C.O.D.:

100 lbs. blue dye #82

100 lbs. yellow dye #73

Thank you.

Sincerely,

Dwayne Lidston
Production Manager

COMPOSING LETTERS

ANSWERS TO ALTERNATE ACTIVITIES

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

August 2, 1986

Selwyn Typewriter Services
1907 College Avenue
Atlanta, Georgia 24011

Dear Madam or Sir:

Would you please send us a price list of the electric typewriters that you sell and service. Also, any other information that you have, such as pictures of each typewriter, might be helpful.

Thank you.

Respectfully,

(Ms.) Jane Crosby

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

January 16, 1986

Nancy Keller
18 W. Fourth Street
Omaha, Nebraska 98221

Dear Ms. Keller:

We were very happy to fill your order for thread and scissors. The items have been sent out C.O.D. and you should receive them by January 25.

We are also enclosing the credit application that you requested.

We are looking forward to serving you as best we can.

Cordially,

Jane Crosby

COMPOSING LETTERS

ANSWERS TO ALTERNATE ACTIVITIES

Carlton Sewing Products
72 Triangle Street
Sentinal, Georgia 28607

May 1, 1986

Dear (Student's Name):

Thank you very much for your interest in our college scholarship. This year our applicants were the most outstanding ever, which made our job of selecting one extremely difficult.

We have reviewed your application thoroughly and found you to be an extremely capable and conscientous student. However, we have chosen to award the scholarship to a student whose needs and qualifications best fit our requirements.

Thank you again for your interest. Good luck in your educational pursuits.

Respectfully,

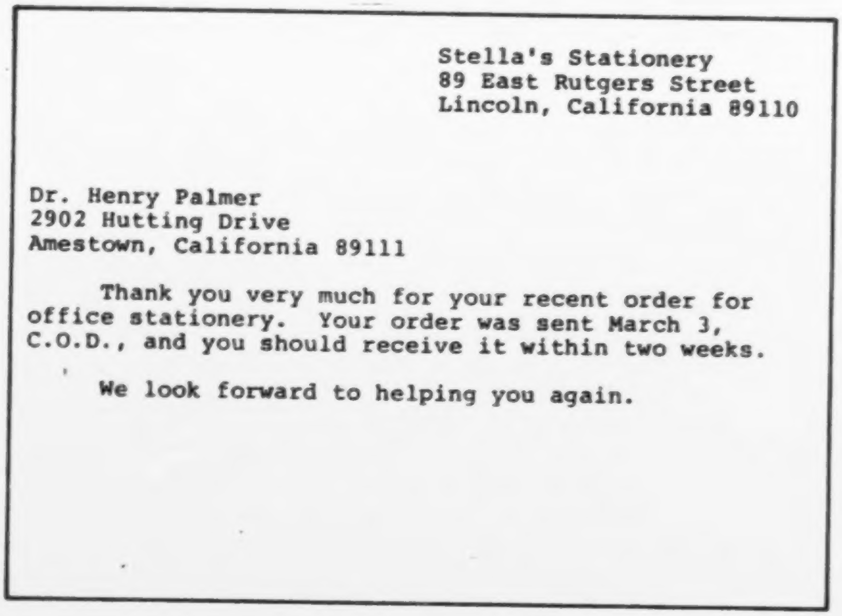
Sheldon Ambrose
President

WRITING BUSINESS LETTERS

UNIT TEST

1. List three characteristics of a good business letter.

2. Below is a business letter which is missing some parts. What parts are missing?



Stella's Stationery
89 East Rutgers Street
Lincoln, California 89110

Dr. Henry Palmer
2902 Hutting Drive
Amestown, California 89111

Thank you very much for your recent order for office stationery. Your order was sent March 3, C.O.D., and you should receive it within two weeks.

We look forward to helping you again.

3. You are an office worker at Alin's Paper Products, 111 Main Street, Hyattsville, Maryland 20771. Compose letters for both of the following situations:

   a. Your company's punching machine is old and needs to be replaced. Jackie Martin, Production Supervisor, has asked you to write to American Binders, Inc., 20 South Prescott Street, Lewisdale, Maryland 20819, to request information and price lists on punching machines.

   b. Your supervisor, Martha Cobbs, has asked you to write to Maryland Manufacturers, 108 King Street, Adelphi, Maryland 21111, and tell them that their order for paper cannot be filled at this time because of the lumberjacks' strike.

WRITING BUSINESS LETTERS

ANSWERS TO UNIT TEST

1. Can be any three of the following:

   -eye appeal
   -positive
   -brief
   -complete
   -well organized
   -correct English

2. -date
   -salutation
   -complimentary close
   -typed signature

3. Letters must include:

   heading
   inside address
   salutation
   body of letter
   complimentary close
   typed signature

USING RESOURCES AND REFERENCES

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify and use resources and references available for office workers. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Identify the two types of sources available.
2. List the reasons for using resources and references.
3. Identify the five types of reference books available for use in an office.
4. Identify the three types of resources available for use by an office worker.
5. Identify references available in the school or local library.
6. Identify resources available in the community.
7. Demonstrate the ability to use
    a. A dictionary
    b. A word book
    c. A reference manual for office words

from General Clerical Duties and
Related Information, Occupational
Curriculum Lab, East Texas State
University, Commerce, TX, 1981.
pages 345-371

USING RESOURCES AND REFERENCES
NOTES TO THE INSTRUCTOR

I. Preparation for Unit

A. Preview the unit. Provide any resources and references necessary to supplement the unit.

B. Gather resources available in the classroom to aid in the discussion of the information.

C. Obtain various samples of references books from other sources to aid in the discussion of the information.

D. Arrange for the students to visit the school or local library. Have the librarian discuss the available sources of information and use of the card catalog.

(NOTE: Be sure to inform the librarian about the types of references the students will need.)

II. Objective Sheet

A. Discuss the unit and specific objectives

B. Add objectives for any information added to the unit.

III. Information and Activity Sheets

A. Discuss the two types of sources available. Explain the differences between the two.

B. Discuss the reasons for using resources and references. Provide examples of why they would need to use resources and references.

C. Discuss the various types of references. Provide examples of the various types of references.

D. Set aside time for the students to visit the library to complete Activity Sheet 1--USING REFERENCES.

E. Discuss the types of resources available. Explain the types of information or assistance these resources may provide.

F. Have students complete the following:

1. Activity Sheet 2--DETERMINING RESOURCES
2. Activity Sheet 3--PREPARING A CARD FILE

G. Provide students with a dictionary, a word book, and a reference manual for completing the following activities:

1. Activity Sheet 4--USING THE DICTIONARY
2. Activity Sheet 5--USING A WORD BOOK
3. Activity Sheet 6--USING A REFERENCE MANUAL

IV. Answers to Activity Sheets

   A. Answer sheets are provided.

   B. Answers to Activity Sheets 1, 2, and 3 will depend upon the resources and references available.

   C. Prepare answers for any activities added.

V. Unit Test

   A. Various approaches may be used in testing.

      1. Use the test as an additional activity.
      2. Give the test upon completion of the unit and activities.

VI. Answers to Unit Test

VII. Resources and References

A. APPLIED SECRETARIAL PROCEDURES, 7th ed.
Fries, Rowe, Travis, and Blockhus
Gregg/McGraw-Hill Book Company
Princeton Road
Hightstown, NJ 08520

B. THE SECRETARY, AN INTEGRATED BLOCK PROGRAM, Part 1
Green Sanders, and Tedesco
Gregg/McGraw-Hill Book Company
Princeton Road
Hightstown, NJ 08520

C. SECRETARIAL PROCEDURES AND ADMINISTRATION
Hanna, Popham, and Tilton
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

D. THE REFERENCE GUIDE, A HANDBOOK FOR OFFICE PERSONNEL
Ralph M. Holmes
Houghton Mifflin Company
One Beacon Street
Boston, MA 02107

E. SECRETARIAL OFFICE PROCEDURES, 9th ed.
Oliverio and Pasewark
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

F. CLERICAL OFFICE PROCEDURES, 6th ed.
Pasewark and Oliverio
South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

G. BUSINESS ENGLISH AND COMMUNICATION, 4th ed.
Stewart, Lanham, Zimmer, and Clark
Gregg/McGraw-Hill Book Company
Princetown Road
Hightstown, NJ 08520

USING RESOURCES AND REFERENCES

INFORMATION SHEET

I. Types of Sources Available

There are many sources available for obtaining information or assistance and may be categorized as follows:

- A. References are books such as:
  - 1. Dictionaries
  - 2. Reference manuals
  - 3. Directories
- B. Resources are people or places who provide information and assistance such as:
  - 1. Libraries
  - 2. Organizations
  - 3. Travel bureaus

II. Reasons for Using Resources and References

- A. To find information
- B. To verify information
- C. To clarify information
- D. To compile information

III. Types of References

Reference books are important to office workers in locating information when it is needed and in performing job duties efficiently and effectively. The types of reference books used by an office worker will depend on the nature of work performed and background information needed. Some of the reference books office workers should have access to are:

- A. Reference manuals for office workers
  - 1. General reference manuals
    - a. Provide general information on office procedures and practices.
    - b. Used as a general reference by all office workers.

2. Specialized reference manuals

    a. Provide specific information on office procedures and practices for specialized fields.

    b. Available for office workers in the following areas:

        (1) legal

        (2) medical

        (3) technical

        (4) word processing

        (5) accounting

        (6) engineering, etc.

B. Dictionaries and word books

1. Desk-size dictionary

    a. Are considered the most comprehensive reference manual on language usage.

    b. Used most frequently to check spelling, to verify pronunciation, and to look up definitions.

2. Word books

    a. Are a quick source to the correct spelling and syllabication of commonly used words.s.

    b. Used most frequently to verify spelling and division of words.

3. Specialized dictionaries and word books

    a. Deal with the specialized vocabulary used by certain professions (engineering, legal, medical, foreign languages, etc.)

    b. Include the spelling, division, and pronunciation of words.

4. Thesaurus book

    a. Is a collection of words and phrases arranged according to ideas or concepts.

    b. Used to find the word or words to express exactly what you mean.

C. Directories

1. Provide alphabetical listings of names and addresses of people in a particular profession, business, or industry in a given geographical area.

2. Provide assistance in finding name, address, and telephone number of people or companies.

3. Types of directories

   a. Telephone directories
   b. City directories
   c. Government directories
   d. Business and industry directories

D. Encyclopedias

1. Provide information on a wide variety of subjects.

2. May provide specific or general information about topics.

E. General references

Additional references that provide information essential to an office worker are:

1. National ZIP Code Directory--includes information on how to use the ZIP code, address abbreviations, post office and ZIP codes.

2. Postal Manual--includes postal regulations, rates, and services.

3. Hotel/Motel Red Book--includes the following information:

   a. Names of hotels and motels by city and state.
   b. Location and telephone number.
   c. Number of rooms and services provided.
   d. Room rates.

4. Official Airline Guide--provides a comprehensive listing of all flight information.

5. Grammar and Style Books--used to determine correct grammar and writing style.

6. Indexes

   a. Used to locate information on particular subjects.
   b. List contents of books and periodicals.

7. Almanacs--provide a wide range of information about important events, census information, etc.

8. Atlas--provides geographical and statistical information.

9. Trade and professional journals--provide information for a particular trade or profession, such as educational journals, business and office publications.

10. Company procedures manual--provides information on rules, regulations, and procedures established for a particular company (travel policies, sick leave policies, etc.)

IV. Resources for Information

In addition to reference books, information or assistance may also be obtained from various resources available at the local, state, and national levels.

A. Local resources

1. Chamber of Commerce
2. U. S. Post Office
3. City and County offices
4. Better Business Bureau
5. Professional and service organizations
6. Library
7. Information and referral agency
8. Other businesses

B. State resources

1. Government agencies
2. Tourist information bureaus
3. Colleges, and Universities
4. Professional and service organizations

C. National resources

1. Government agencies
2. Professional and service organizations
3. Other sources

USING RESOURCES AND REFERENCES

ACTIVITY SHEET 1--USING REFERENCES

DIRECTIONS: Visit your school or local library to determine sources available for finding the following information.

(NOTE: If the library does not have the source, write NA [not available] in the space.)

1. Famous quotations____________________

2. Postal and shipping information____________________

3. Parliamentary procedures____________________

4. Information on books printed in the U. S.____________________

5. Information about prominent Americans____________________

6. Information regarding the location of a city, its industries, or its geographic characteristics____________________

7. Verification or location of factual information, memorable dates, facts about politics, sports, etc. ____________________

8. Information on grammar and writing style____________________

9. Information on office procedures and practices____________________

10. Information about federal government branches____________________

USING RESOURCES AND REFERENCES

ACTIVITY SHEET 2--DETERMINING RESOURCES

DIRECTIONS: Contact resources available in your community and prepare a list of these resources with the information or assistance they may provide.

(NOTE: Use the list provided in the information sheet as a guide.)

USING RESOURCES AND REFERENCES

ACTIVITY SHEET 3--PREPARING A CARD FILE

DIRECTIONS: Prepare a card file of the various resources and references available in your community. Use Activity Sheets 1 and 2 in preparing these cards. Include the following information on each card.

1. Type of information or help provided.

2. Reference or resource available

Alphabetize the cards using the item shown on the first line and file in a desk-top file box. This card file will be helpful as a reminder of where you may find special information, when you need it.

USING RESOURCES AND REFERENCES

ACTIVITY SHEET 4--USING THE DICTIONARY

DIRECTIONS: Using a desk-size dictionary, complete each of the parts below.

A. In the spaces provided, write the language from which the following words are derived.

1. a la mode________________________________
2. medula________________________________
3. melanocyte________________________________
4. flamenco________________________________
5. graduate________________________________

B. Using the space provided divide the following words into syllables.

1. humectant________________________________
2. tomato________________________________
3. refrigerator________________________________
4. boustrophedon________________________________
5. constituency________________________________

C. In the space provided, write a short definition for the following words.

1. doctylology________________________________
2. CRT________________________________
3. homonym________________________________
4. relevant________________________________
5. yester________________________________

D. In the space provided, indicate the part(s) of speech for the following words.

1. restrictive________________________________

2. patience________________________________

3. lengthen________________________________

4. acheval ________________________________

5. fittingly________________________________

E. Answer each of the questions below.

1. Who was Thomás Estrada Palma?

____

2. Who is Taylor Caldwell?

____

3. Where is Cozumel located?

____

____

4. What is the population of Denmark?

____

5. Where is Columbia Bible College located?

____

USING RESOURCES AND REFERENCES

ACTIVITY SHEET 5--USING A WORD BOOK

DIRECTIONS: Using a word book, complete each of the parts below.

A. In the spaces provided, rewrite the word indicating with a hyphen the first acceptable division point.

1. basically______________________________
2. pamphlet ______________________________
3. negligible______________________________
4. cylinder______________________________
5. triplicate ______________________________

B. In the spaces provided, write the plural form of the following words.

1. apiary______________________________
2. hierarchy______________________________
3. miscellany______________________________
4. memorandum ______________________________
5. goose ______________________________

C. In the spaces provided, write the alternative for the spelling of the words below.

1. judgment______________________________
2. theater ______________________________
3. catalogue ______________________________
4. accessary______________________________
5. freeby______________________________

USING RESOURCES AND REFERENCES

ACTIVITY SHEET 6--USING A REFERENCE MANUAL

DIRECTIONS: Using a reference manual for office workers, complete each of the parts below.

A. In the space provided, write the abbreviations for the following words.

1. Maine____________________________________
2. corporation________________________________
3. American Bar Association__________________________
4. millimeter________________________________
5. amount__________________________________
6. before noon________________________________
7. Thursday_________________________________
8. Federal Housing Administration_______________________
9. building_________________________________
10. Master of Education___________________________

B. Answer the following questions regarding the preparation of business correspondence.

1. Where are the reference initials typed on a letter?
____
____
2. What lines are omitted when preparing the AMS simplified style letter?_______________________________________
____
3. What are the two basic punctuation styles used in business letters?______________________________________
____
4. What is the correct complimentary close for a letter addressed to a United States senator?__________________________
____
5. What is the purpose of the attention line?__________________
____

C. Answer the following questions regarding the division and hyphenation of words and the use of numbers.

1. What is the rule for dividing compound words?____________________

____

2. What is the rule expressing numbers over ten?____________________

____

3. What is the rule for expressing very large amounts of money?

____

____

4. What is the rule for expressing decimal numbers? fractions?

____

____

5. What is the rule for expressing scientific measurements?

____

____

USING RESOURCES AND REFERENCES

ANSWERS TO ACTIVITY SHEETS

Activity Sheet 1

Answers will vary depending on the sources available. Some of the possible references are:

1. *Bartlett's Familiar Quotations*; *Home Book of Quotations*; *The Oxford Dictionary of Quotations*; *International Encyclopedia of Quotations*.
2. *Bullinger's Postal and Shipper's Guide for the United States and Canada*; *Director of International Mail*; *National ZIP Code Directory*; *Postal Manual*.
3. *Robert's Rules of Order*; *Parliamentary Procedure Simplified*.
4. *Books in Print, USA*; *Business Books in Print*; *Cumulative Book Index*.
5. *Who's Who in America*; *Webster's Biographical Dictionary*; *Dictionary of American Biography*.
6. *The Rand McNally Commercial Atlas and Marketing Guide*; *McGraw-Hill International Atlas*; *National Geographic Atlas of the World*.
7. *The World Almanac and Book of Facts*; *Information Please Almanac*; *Reader's Digest Almanac and Yearbook*.
8. *Dictionary of Modern English Usage*; *A Manual of Style*; *The Written Word*.
9. *Reference Manual for Office Workers*; *Complete Secretary's Handbook*; *The Secretary's Handbook*.
10. *Congressional Directory*; *U. S. Government Manual*.

Activity Sheet 2 and 3

Answers will vary depending upon the resources and references available.

Activity Sheet 4

A. 1. French, F

2. Latin, L

3. International Scientific Vocabulary, ISV

4. Spanish, Sp.

5. Medieval Latin

B. 1. hu·mec·tant
2. to·ma·to
3. re·frig·er·a·tor
4. bou·stro·phe·don
5. con·stit·u·en·cy

C. 1. doctylology--the art of communicating ideas by signs made with the fingers.
2. CRT--cathode-ray tube
3. homonym--one of two or more words spelled and pronounced alike but different in meaning.
4. relevant--having significant and demonstratable bearing upon the matter at hand.
5. yester--of or relating to yesterday.

D. 1. adjective (adj.)
2. noun (N)
3. verb (vb)
4. adverb (adv.)
5. adverb (adv.)

E. 1. First president of Cuba.
2. An American author.
3. Island southeast of Mexico off Northeast coast of Quintant Roo.
4. 4,970,000 based on Webster's New Collegiate Dictionary. Answer may vary depending on the dictionary used.
5. Columbia, South Carolina.

Activity Sheet 5

A. 1. bas-ically
2. pam-phlet
3. neg-ligible
4. cyl-inder
5. trip-licate

B. 1. apiaries
2. hierarchies
3. miscellanies
4. memorandums or memoranda
5. geese

C. 1. judgement
2. theatre
3. catalog
4. accessory
5. freebie

Activity Sheet 6

A.
1. ME
2. corp.
3. ABA
4. mm
5. amt.
6. a.m.
7. Thurs.
8. FHA
9. bldg.
10. M.Ed.

B.
1. At the left margin, a double-space below the writer's name and title.
2. The salutation and complimentary close.
3. Open and mixed punctuation.
4. Very truly yours, or Sincerely yours,
5. To direct the letter to a specific person or department not named in the inside address.

C.
1. Divide between the compound elements.
2. Use figures for numbers over ten.
3. Use a combination of figures and words.
4. Always use figures for decimal numbers. Precede decimal fractions by a zero.
5. Use figures for scientific measurements.

USING RESOURCES AND REFERENCES

UNIT TEST

A. Match the correct term associated with reference books to the correct definition by placing the letter in the appropriate space.

_____1. Provides information about general office procedures and practices.

_____2. Used as a quick source for determining the spelling and division of words.

_____3. Provides alphabetical listings of names and addresses of people.

_____4. Is a comprehensive reference manual on language usage.

_____5. Provides information on a wide variety of subjects.

_____6. Provide specific information on office procedures and practices for specialized fields.

_____7. Provides a collection of words and phrases arranged according to ideas or concepts.

_____8. Provides information on postal regulations, rates, and services.

_____9. Provides a comprehensive listing of all flight information.

_____10. Provide a wide range of information about important events, census information, etc.

_____11. Provides information on hotels and motels.

_____12. Provides geographical and statistical information.

_____13. Provides information on using ZIP codes.

_____14. Provides information on rules and procedures for a particular company.

_____15. Used to determine correct grammar and writing style.

_____16. Provides information for a particular trade or profession.

_____17. Used to locate information on a particular subject and list contents of books and periodicals.

A. Almanacs

B. Atlas

C. Company Procedure Manual

D. Desk-top dictionary

E. Directories

F. Encyclopedias

G. General reference manual

H. Grammar and style books

I. Hotel/Motel Red Book

J. Indexes

K. National ZIP Code Directory

L. Official Airline Guide

M. Postal Manual

N. Specialized reference manuals

O. Thesaurus

P. Trade and professional journals

Q. Word Book

B. List the two types of sources from which information or assistance may be obtained.

1.

2.

C. State the four reasons for using resources and references.

1.

2.

3.

4.

D. List the three categories of resources from which information or assistance may be obtained.

1.

2.

3.

USING RESOURCES AND REFERENCES

ANSWERS TO UNIT TEST

A. 1. G
2. Q
3. E
4. D
5. F
6. N
7. O
8. M
9. L
10. A
11. I
12. B
13. K
14. C
15. H
16. P
17. J

B. 1. Resources
2. References

C. 1. To find information
2. To verify information
3. To clarify information
4. To compile information

D. 1. Local level
2. State level
3. National level

DATA PROCESSING

DATA PROCESSING

Goal 7.0: Students will be able to use automated data processing equipment to perform office work.

The following materials can be used to help students achieve goal 7.0 in the Business Education Curriculum Guide. Other sources for information on data processing and computers include:

Microcomputers in Small Business Management, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, (614) 486-3655, 1984. This book contains information on evaluating software, reviews of instructional software, and business software sources' addresses.

Vocational Education Software Directory for Apple and IBM Computers, Anchorage School District, P.O. Box 196614, Anchorage, AK 99502, 1985. This directory contains lists of software by subject matter area, as well as alphabetically with cost, ordering information, and description.

The Wyoming Business Education Standards of Excellence Handbook, Wyoming Department of Education, Hathaway Building, Cheyenne, WY 82002, 1984. This handbook contains information on all areas of business education, and includes information on word processing on computers.

BACKING UP FILES--MAKING DUPLICATE COPIES

If you don't STRESS making back up copies, not having back up copies can cause STRESS!!!

FACT: Many operators do not make back up copies until they have lost valuable information unless there is a standard operating procedure for making those back up copies.

FACT: Disks can be DESTROYED by

- bending the disk
- storing disks outside their jackets
- writing on the disk except with a felt-tip marker
- touching exposed areas of the disk
- exposing disk to extreme heat or extreme cold
- scratching disk with dust, paper clips, staples, etc.
- exposing disk to magnetic fields—magnets, coiled power cords and x-ray machines (hint: when traveling by plane, put disks in checked baggage or remove from a carry-on item before it goes through the x-ray machine.)

Back up copies consist of two distinct types:

1. Program back up disks
2. Data or work back up disks

1. Program disks are usually protected by copyright laws. Software packages differ as to back up procedures. Some include back up copies when the program is purchased, some companies sell a back up program disk. Some let the purchaser make back up copies from unprotected programs; some commercial copying programs allow PERSONAL back up copies to be made from protected programs.

   Many quality programs are now available in unprotected format. The developers have chosen to market the product at a lower price rather than incorporate elaborate protection schemes that raise the program's cost. IT IS ABSOLUTELY IMPERATIVE THAT COPYRIGHT LAWS ARE OBEYED—DEVELOPERS DESERVE A REASONABLE PROFIT FOR THEIR EFFORTS. THIS WILL PROVIDE MORE QUALITY SOFTWARE IN THE FUTURE AND WILL BENEFIT ALL COMPUTER USERS.

2. Data or work back up disks save time in the long run. Documents should be saved frequently. In case of a malfunction or power outage, only what has been entered since the last time will be lost.

   Back up data disks must be made on a regularly scheduled basis—every night, every second day, every week or on some other regular schedule. Operators should be in charge of backing up their own work.

The system dictates the command and disk which will be used. Some examples are as follows:

- The ProDOS Filer on the ProDOS user's disk
- DOS 3.3 Copy A
- The Apple IIc System Utilities Disk
- IBM--DOS: Diskcopy A: B:
- MS-DOS: Diskcopy A: B:

For other systems, consult the operator manual.

Always place a write protect tab on the original before copying!!! By using this precaution, the data will not be destroyed if the source and target disks are placed in the wrong drives! Be sure to remove the write protect tab after the copying process or data cannot be added to that disk.

A good procedure to follow is to have the original work disk and at least TWO back up copies. In case of a malfunction or power outage while in the copying process, another copy is available.

When planning for computing supplies, be sure to order an adequate supply of disks for back ups. Remember, an average disk has a working life of 40 to 50 hours.

MAKE BACK UP COPIES AS A STANDARD PROCEDURE. LOST DATA IS WASTED TIME AND THE INFORMATION MAY BE LOST FOREVER. To protect against theft, store copies in different places. Extremely important data is often stored in a fireproof safe.

COMPUTER TERMS AND DEFINITIONS

Alphanumeric	Combining alphabetic and numeric symbols.
Boot	The process of loading the operating system of a computer into main memory to begin operation.
Cathode Ray Tube (CRT)	An electronic vacuum tube that can be used to display text and graphic images.
Central Processing Unit (CPU)	The component of a word or data processing system that performs the arithmetic, logical, and control functions of the system.
Chip	An integrated circuit or circuits used as an internal processor.
Cursor	A flashing or stationary rectangle or thin line of light used to indicate where data is expected to be entered on a video display unit.
Data	Basic facts that can be processed.
Data Processing	A series of steps followed in accepting and processing data to deliver information.
Disk	A storage device consisting of a flat circular plate made of plastic or aluminum, coated with a magnetic material.
Disk Drive	A device consisting of a motor and read/write heads which enable data to be stored on the disk.
Field	A subdivision of a record, itself a collection of related data elements.
File	A piece of work, or several pieces of work, collected together on a disk and given a name or number.
Format	A layout, presentation, or arrangement of data on a screen, file, or paper.
Hard Copy	A term for any printouts that appear on paper.
Hardware	All the components of a computer that can be seen and touched.

from The Wyoming Business Education Standards of Excellence Handbook,
Wyoming Department of Education,
Cheyenne, WY, 1984.

Information	The orderly and useful arrangement of facts or data so that they are accurate, timely, complete, and concise.
Information Processing	A combination of word and data processing; the process of handling information.
Input	The data or instructions that are entered into the processor for processing.
Magnetic Tape (Mag Tape)	A magnetic tape on which data can be stored.
Medium	Material, usually describing the one on which data is stored. Video tape, floppy disk, etc.
Memory	A collection of integrated circuits in which data is stored in a computer.
Menu	A list of programs or tasks that can be performed by a program, displayed on the video screen. The operator may select each operation by pressing the appropriate key.
Output	The result of processing. Anything the processor puts out.
Program	A sequence of instructions used by a computer to process data.
Scroll	To move the text vertically or horizontally so it can be viewed on a video display screen.
Software	Term applied to all programs that can be used on a computer.
Text Editing	Revising or updating text.
Word Processing	A total system of personnel, procedures, and equipment designed to handle business communications efficiently and economically.

COMPUTER TERMS AND DEFINITIONS TEST

Please place letter in front of definition to match the proper term on the left.

_____ Format

_____ Data

_____ Word Processing

_____ Output

_____ Cathode Ray Tude (CRT)

_____ Alphanumeric

_____ Information Processing

_____ Information

_____ Scroll

_____ Cursor

_____ Boot

_____ Field

_____ Input

_____ File

a. Combining alphabetic and numeric symbols.

b. A layout, presentation, or arrangement of data, on a screen file, or paper.

c. The process of loading the operating system of a computer into main memory to begin operation.

d. A piece of work, or several pieces of work, collected together on a disk and given a name or number.

e. An electronic vacuum tube that can be used to display text and graphic images.

f. A subdivision of a record, itself a collection of related data elements.

g. The component of a word or data processing system that performs the arithmetic, logical, and control functions of the system.

h. A device consisting of a motor and read/write heads which enable data to be stored on the disk.

i. An integrated circuit or circuits used as an internal processor.

j. A storage device consisting of a flat circular plate made of plastic or aluminum, coated with a magnetic material.

k. A flashing or stationary rectangle or thin line of light used to indicate where data is expected to be entered on a video display unit.

l. Basic facts that can be processed.

m. Revising or updating text.

n. A term for any printouts that appear on paper.

_____ Software

_____ Program

_____ Central Processing Unit (CPU)

_____ Disk Drive

_____ Chip

_____ Data Processing

_____ Hard Copy

_____ Menu

_____ Text Editing

_____ Disk

_____ Memory

o. A series of steps followed in accepting and processing data to deliver information.

p. The orderly and useful arrangements of facts or data so that they are accurate, timely, complete and concise.

q. A total system of personnel, procedures, and equipment designed to handle business communications efficiently and economically.

r. The data or instructions that are entered into the processor for processing.

s. Term applied to all programs that can be used on a computer.

t. A collection of integrated circuits in which data is stored in a computer.

u. To move the text vertically or horizontally so it can be viewed on a video display screen.

v. A combination of word and data processing; the process of handling information.

w. A sequence of instructions used by a computer to process data.

x. A list of programs or tasks that can be performed by a program, displayed on the video screen. The operator may select each operation by pressing the appropriate key.

y. The result of processing. Anything the processor puts out.

COMPUTER TERMS AND DEFINITIONS (Key for Test)

b Format

l Data

g Word Processing

y Output

e Cathode Ray Tude (CRT)

a Alphanumeric

v Information Processing

p Information

u Scroll

k Cursor

c Boot

f Field

r Input

d File

s Software

a. Combining alphabetic and numeric symbols.

b. A layout, presentation, or arrangement of data, on a screen file, or paper.

c. The process of loading the operating system of a computer into main memory to begin operation.

d. A piece of work, or several pieces of work, collected together on a disk and given a name or number.

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l. Basic facts that can be processed.

m. Revising or updating text.

n. A term for any printouts that appear on paper.

o. A series of steps followed in accepting and processing data to deliver information.

w Program

g Central Processing Unit (CPU)

h Disk Drive

i Chip

o Data Processing

n Hard Copy

x Menu

m Text Editing

j Disk

t Memory

p. The orderly and useful arrangements of facts or data so that they are accurate, timely, complete and concise.

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r. The data or instructions that are entered into the processor for processing.

s. Term applied to all programs that can be used on a computer.

t. A collection of integrated circuits in which data is stored in a computer.

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x. A list of programs or tasks that can be performed by a program, displayed on the video screen. The operator may select each operation by pressing the appropriate key.

y. The result of processing. Anything the processor puts out.

BOOKKEEPING/ ACCOUNTING

Goal 8.0: Students will be able to perform bookkeeping and basic accounting functions.

The following materials can be used to help students achieve goal 8.0 in the Business Education Curriculum Guide. The emphasis is on using computers in business record keeping. Other resources for computerized bookkeeping and accounting include:

Microcomputers in Small Business Management, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, (614) 486-3655, 1984. This book contains information on evaluating software, reviews of instructional software, and business software sources' addresses.

Vocational Education Software Directory for Apple and IBM Computers, Anchorage School District, P.O. Box 196614, Anchorage, AK 99502, 1985. This directory contains lists of software by subject matter area, as well as alphabetically with cost, ordering information, and description.

The Wyoming Business Education Standards of Excellence Handbook, Wyoming Department of Education, Hathaway Building, Cheyenne, WY 82002, 1984. This handbook contains information on all areas of business education, and includes information on word processing on computers.

Business educators have the responsibility to include computer training in their programs. Training should not be treated as a separate unit or course, but should be incorporated, where appropriate, into the regular curriculum.

The introduction of the computer to small business situations allows personnel to perform routine tasks and a variety of management functions faster and sometimes more thoroughly than ever before. In the long run, the computer will help small businesses become more competitive with larger businesses. The growing emphasis on computers and the need for technically knowledgeable, competent personnel signals the need for a change in present training programs. In order to accomplish this, jobs will need to be analyzed to determine emerging technological trends. Once new training needs have been identified, business educators will need to design programs and materials to help students become employable in this rapidly growing technological world.

It is predicted that by the year 2000, two-thirds of the population will earn a living by creating, managing, and controlling information. Computers will be the medium through which this is accomplished.

Therefore, it is the role of vocational educators to see that vocational students are able to meet the demands of the information age.

The basic accounting competencies are still the most important aspect in the study of accounting. After mastering accounting competencies, students will be able to use this knowledge when working with any computerized accounting software package.

Basic accounting competencies that should be mastered before students use computers for accounting include the following:

1. Classify financial items as assets, liabilities, capital, revenue, cost of merchandise, and expenses.
2. Analyze transactions into debit and credit parts.
3. Record, prove, and post journal entries.
4. Prepare a work sheet.
5. Prepare financial statements such as balance sheet, income statement, and capital statement.
6. Record and post adjusting and closing entries.

Checking account and bank statement reconciliation procedures should be thoroughly mastered before using software packages to perform these applications on the computer.

COMPUTERS IN SMALL BUSINESSES

BENEFITS

The advent of the computer and user-friendly, inexpensive software has made it possible for small businesses to take advantage of the many benefits a computer offers. Following are several applications of a computer that can benefit small business management.

A computer stores information and retrieves it upon command and performs mathematical operations and comparisons.

Software packages are available to eliminate the need for manually performed routine calculations; for example, budgets, payroll, employee records, and sales commissions.

Manufacturing packages control manufacturing processes, monitor production quality, count production qualities, and report malfunctions.

Since approximately 110 pages can be stored on one side of a 5 1/4 inch diskette, information storage space is reduced.

Inventory control and daily transaction packages provide an accurate, up-to-date account of inventory levels, back orders, stock turnover, and daily, monthly, and year-to-date value reports, receiving reports, reorder reports, purchase orders, and packing slips.

A computer can tie into networking systems to provide additional services such as sending and receiving electronic mail, buying and selling items, and performing banking transactions.

POTENTIAL USES

Computers and their software are being used to perform a variety of management tasks in small businesses. Following are six functional areas in business where computer programs can be used and a brief description of the types of programs in these areas.

FILE MANAGEMENT: Programs allow the user to create, retrieve, sort and modify files of information according to any desired format or category.

WORD PROCESSING: Programs allow the user to enter, store and print text material. The user can quickly correct mistakes, move lines and paragraphs, and reformat without retyping.

FINANCIAL MODELING: Spreadsheet programs of rows and columns can be used to create and to perform number crunching and data manipulation activities and calculations using formulas and data entered by the user. Uses include cash flow forecasting and analysis, budget planning and consolidation, sales planning and forecasting, tax planning and forecasting, and material and labor requirements planning.

GRAPHICAL PRESENTATION: Programs allow the user to create and display graphs and charts of data.

ACCOUNTING AND CASH MANAGEMENT: Using these programs, activities such as payroll, general ledger, accounts receivable/payable, inventory control, and purchasing can be performed on the computer. Individual programs will total and integrate with tax forms.

SPECIAL APPLICATIONS: A variety of programs perform functions designed for specific businesses; for example, job cost estimators for the construction industry, property listings for the real estate industry, cost analysis for the restaurant industry, patient accounts and records for medical offices, livestock and crop production records for agriculture and point-of-purchase transactions for retailing establishments.

SECRETARIAL

SECRETARIAL

Goal 9.0: Students will be able to perform specialized secretarial skills.

The following materials can be used to help students achieve goal 9.0 in the Business Education Curriculum Guide, with emphasis on travel arrangements. Other sources for information on travel arrangements include:

Competency-Based Business Education, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin. This series contains modules on making travel, hotel/motel reservations, and preparing itineraries.

General Clerical Duties and Related Information, Occupational Curriculum Lab, East Texas State University, Commerce, TX 75428, (214) 886-5623, 1981. Both teacher and student manuals are available.

MAKING TRAVEL ARRANGEMENTS

UNIT OBJECTIVE

After completion of this unit, the student will be able to arrange appropriate travel arrangements, and coordinate the pre- and post-travel activities for business trips. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Match travel-associated terms to their definitions.
2. Identify information required to make airline reservations.
3. List the information included on an itinerary.
4. Select material to be included in a travel folder.
5. Classify expenses by general category as shown on an expense report.
6. Demonstrate the ability to:
    a. Use a flight schedule.
    b. Estimate travel expenses.
    c. Prepare a travel application.
    d. Prepare an itinerary.
    e. Prepare an expense report.

adapted from General Clerical Duties and Related Information, Occupational Curriculum Lab, East Texas State University, Commerce, TX, 1981.

MAKING TRAVEL ARRANGEMENTS

NOTES TO THE INSTRUCTOR

I. Preparation for Unit

A. Preview the unit.

B. Gather materials needed to teach the unit, e.g., additional resources and references (flight schedules, airline guide, hotel/motel guides, rental car fee schedules, mileage charts), forms, supplies, handouts, transparency masters.

C. Duplicate an adequate number of forms for students to use as they complete the activity sheets.

D. Design a bulletin board introducing the unit. Divide the bulletin board into four sections and use forms and illustrations to depict pre-travel activities, transportation, lodging, and post-travel activities.

E. Invite a travel agent to speak to the class about how travel agencies work with businesses.

II. Objective Sheet

A. Discuss the unit and specific objectives with the students.

B. Add any additional objectives necessary to fully meet the needs of the students.

III. Information and Activity Sheets

A. Information Sheet 1--PRE-TRAVEL ARRANGEMENTS

1. Discuss terms and definitions.
2. Discuss the three methods commonly used to make travel reservations.
3. Discuss the types of reservations that are made for a business traveler.
4. Provide airline guides, hotel/motel guides, car rental agency guides, and others, to facilitate the discussion.
5. Illustrate how to estimate travel expenses.
6. Discuss the purpose and preparation of a travel application. Provide sample travel application forms to facilitate the discussion.
7. Have the students complete the activity sheets provided.

B. Information Sheet 2--PREPARING AN ITINERARY

1. Discuss the terms and definitions.
2. Discuss the purpose of an itinerary.
3. Discuss the formats and contents of itineraries.
4. Discuss travel folders.
5. Demonstrate how to organize a travel folder.
6. Have the students complete the activity sheet.

C. Information Sheet 3--PREPARING A TRAVEL VOUCHER/EXPENSE REPORT

1. Discuss the terms and definitions.
2. Discuss the purpose and organization of a travel voucher/expense report.
3. Provide samples of various expense report forms to facilitate the discussion.
4. Have the students complete the activity sheets.

IV. Answers to Activity Sheets

A. Answers are provided.

B. Assign values to activities and set criteria for grading all papers consistently.

V. Unit Test

A. Various methods of administering the test may be used:

1. Administer the test upon completion of the unit.
2. Give each part of the test as the student completes the information.
3. Use sections of the test as daily quizzes upon completion of the information.
4. Use the test or sections of the test as additional daily assignments.

B. Add questions or sections to the unit test that correspond to any questions or information added to the outline provided.

VI. Answers to Unit Test

A. Answers are provided.

B. Assign point values to test questions and/or sections.

C. Add answers for any additional questions added to the unit test.

VII. Resources and References

A. THE ADMINISTRATIVE SECRETARY: RESOURCE, 1970
Ruth I. Anderson, et al.
Gregg/McGraw-Hill Book Co.
Princeton Road
Hightstown, NJ 08520

B. THE SECRETARY'S WORKSHOP, 1978
Bureau of Business Practice, Inc.
24 Rope Ferry Road
Waterford, CT 06386

C. GENERAL OFFICE PROCEDURES FOR COLLEGES, 7th ed., 1977
Fulton, Woodward, Newhouse
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

D. SECRETARIAL OFFICE PROCEDURES FOR COLLEGES, 7th ed., 1978
Fulton, Woodward, Newhouse
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

E. SECRETARIAL PROCEDURES AND ADMINISTRATION, 1978
Hanna, Popham, Tilton
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

F. OFFICE PROCEDURES, 1977
Harry Moon
MPC Educational Publishers, Milady Publishing Corp.
3839 White Plains Road
Bronx, NY 10467

G. HANDLING AN EMPLOYER'S TRAVEL ARRANGEMENTS, An Audiovisual, 1981
Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

H. SECRETARIAL OFFICE PROCEDURES, 9th ed., 1977
Oliverio and Pasewark
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

I. OFFICE PROCEDURES, 1980
Stewart, Blockhus, Reigel, and Schroeder
Gregg/McGraw-Hill Book Co.
Princeton Road
Hightstown, NJ 08520

MAKING TRAVEL ARRANGEMENTS

INFORMATION SHEET 1--PRE-TRAVEL ARRANGEMENTS

I. Terms and Definitions

   A. Airline guide--a book arranged by departure and arrival cities that provides information on all airlines, flight numbers, type of aircraft used, meals served, classes of service available, departure and arrival times, stops made enroute, and cost of reservations.

   B. Estimate of travel expenses--a form on which the cost of any single business trip, organized under such titles as transportation, lodging, meals, and miscellaneous expenses, can be estimated (often combined with the travel application).

   C. Flight schedule--a condensed version of an airline guide, prepared by each individual airline, which lists departure and arrival cities, flight numbers, meals served, and stops enroute.

   D. Hotel/motel guide--a guide organized by city and state and includes names, addresses, and telephone numbers of the hotels and motels in and around the city; the types of rooms available; services offered by the hotel/motel; room rates; and any applicable taxes.

   E. Mileage chart--a listing of all cities within a state or region and the mileage from the home base of a particular firm to the city listed.

   F. Per diem--a maximum amount of money that a company will reimburse its employees for each day spent traveling on company business. The per diem amount covers lodging and meals.

   G. Travel agent--an employee of a travel agency who arranges transportation, rental automobiles, lodging, and other travel-related services for customers of the agency.

   H. Travel application--a form filled out by a traveler to get permission from the employing firm to make a business trip.

II. Pre-Travel Arrangements

   A. Methods used in making travel arrangements

      1. Travel agency--works with the traveler or secretary in making all arrangements.

      2. Company travel division--makes all travel arrangements for company employees.

      3. Traveler or secretary--contacts reservations clerks to make necessary arrangements.

B. Steps in making travel arrangements

1. Determine the types of reservations needed.

2. Make appropriate reservations.

3. Estimate travel expenses.

4. Prepare a travel application.

III. Reservations

A. Travel information

(NOTE: Before reservations can be made, the following information must be determined.)

1. Destination of the traveler.

2. Departure and return dates.

3. Preferred times for reaching destination.

4. Mode of transportation preferred by the traveler or required by the firm.

5. Desired type of hotel/motel accommodations.

6. Necessity of a rental car at the traveler's destination.

B. Types of reservations

1. Transportation

a. Personal automobile transportation

(1) does not require reservations.

(2) used when traveling to several locations within a specified radius of the home office.

(3) used when more economical than other types of transportation.

b. Airline

(1) made for long-distance travel.

(2) made when travel must occur within specific time limits.

(3) used for the convenience and comfort of the traveler.

c. Car rental

(1) made when the traveler needs ground transportation at the destination.

(2) made when convenience of getting from place to place is important.

(3) made when it is more economical to rent a car than to take taxis.

2. Lodging

a. Characteristics of hotels

(1) primarily for business travelers

(2) within cities

(3) near business districts

b. Characteristics of motels

(1) primarily for pleasure travelers

(2) near cities

(3) located on major highways around cities

B. Procedures for making travel reservations

1. Airline reservations are made based on

a. Airlines that fly into and out of desired airports

b. Cost of the flight desired.

c. Airlines that have flights leaving and arriving at desired or mandatory times.

d. Airlines that offer services desired by the traveler.

(1) meals enroute

(2) non-stop flights

(3) entertainment enroute

e. Classes of service available

(1) first-class

(2) tourist class

(3) economy class

2. Car rental reservations are based on

a. Companies with which the firm consistently does business

b. Rates for rentals

c. Automobiles available

d. Economy of renting a car

e. Need for ground transportation at destination

3. Hotel/motel reservations are made based on

a. Location of the place of lodging

b. Services available at the place of lodging

(1) types of rooms

(2) restaurant

(3) meeting rooms

(4) lounge

(5) recreational options

c. Cost of lodging

d. Nearness to business district or place where business will be conducted

e. Convenience of reaching place of lodging

C. Information needed to make reservations

1. Airline reservations

a. Name, address, and telephone number of traveler

b. Local telephone number for traveler

c. Destination

d. Departure and return dates

e. Preferred departure and arrival times

f. Preferred airline (if any)

g. Class of service (first class, coach, tourist) desired

h. Credit card number for billing

2. Rental car reservations

a. Name, address, and telephone number of traveler

b. Employing firm

c. Dates on which car will be picked up and returned

d. Type of car desired

(1) full-size

        (2) intermediate

        (3) compact

        (4) economy

    3. Hotel/motel reservations

        a. Type of room desired--single, double, facing pool, etc.

        b. Room rate allowed

        c. Number of persons in party

        d. Arrival date and time

        e. Departure date and time

        f. Name, address, and telephone number of guest

        g. Employing firm

        h. Method of payment to be used

        i. Confirmation requested (or guaranteed reservation requested)

IV. Travel Expenses

A. Types of travel expenses

(NOTE: Travel expenses may include any or all of the following.)

1. Car mileage (personal)

2. Airfare

3. Car rental

4. Lodging

5. Meals

(NOTE: Some businesses provide per diem allowances instead of meals and lodging.)

B. Steps for estimating travel expenses

1. Multiply the personal car mileage rate by the total number of miles to be traveled.

Example: 20 cents per mile X 174 miles = $24.80

2. Request an estimate from a travel agent:

   - for price of airline ticket
   - for price of car rental
   - for price of hotel room and tax

3. Multiply the per diem allowance by the number of days during which the trip will be made.

   (NOTE: May be used in place of lodging.)

   Example: $90 per day X 5 days = $450

V. Travel Application

A. Purpose of a travel application

1. To request permission to make a business trip for a stated number of days and for a specific purpose.

2. To inform management of the details of the business trip.

B. Preparing a travel application

1. Prepare before the scheduled date of the trip.

2. Include the following information:

   a. Name of traveler

   b. Date of application

   c. Destination

   d. Dates on which the trip will take place

   e. Purpose for which trip is being made

   f. Type of transportation to be used

   g. Estimate of expenses to be reimbursed by the company

MAKING TRAVEL ARRANGEMENTS

ACTIVITY SHEET 1--USING A FLIGHT SCHEDULE

DIRECTIONS: Using the pages from the flight schedule provided, complete the following questions.

1. What time is the first flight from Anchorage to Kenai on Saturday?

2. What time would you have to leave Fairbanks in order to go to Seattle on a non-stop flight?

3. What is the flight number for the trip from Juneau to Ketchikan on a non-stop flight?

4. Where must you stop if you are flying from Fairbanks to Saint Mary's?

5. Can you fly directly from Kotzebue to Bethel on Monday? on Saturday?

Alaska Airlines

ANCHORAGE To: ☎ 907-243-3300

Freq	Leave	Arrive	Flight	Stops Via	M
ANIAK					
X6	11:30a	12:50p	940	0	
357	3:30p	4:50p	942	0	
BETHEL					
X67	10:15a	11:30a	41	0	S
Daily	6:00p	7:15p	45	0	D
BOISE					
X7	1:55a	10:10a	350/150	SEA	SS
Daily	8:30a	4:40p	92/154	SEA	BS
	Effective Jan 8				
Daily	8:30a	5:10p	92/154	SEA	BS
	Discontinued after Jan 7				
X6	12:55p	9:20p	82/136	SEA	LSS
	Effective Jan 8				
X6	12:55p	9:45p	82/136	SEA	LSS
	Discontinued after Jan 7				
X67	1:45p	9:20p	94/136	SEA	LSS
	Effective Jan 8				
X67	1:45p	9:45p	94/136	SEA	LSS
	Discontinued after Jan 7				
BURBANK					
Daily	1:55a	10:40a	350/106	SEA	SB
X6	8:30a	5:45p	92	3	BS
X6	12:55p	7:55p	82/178	SEA	LD
Daily	12:55p	9:00p	82/116	SEA	LD
CHICAGO					
ORD (O'HARE)					
Daily	8:35a	7:14p	410	1	BL
	→ AS/AA INTERCHANGE				
CORDOVA					
Daily	2:45p	3:30p	66	0	
DALLAS/FT. WORTH					
DFW (DALLAS/FT. WORTH)					
Daily	1:55a	12:12p	350	1	SB
	→ AS/AA INTERCHANGE				
Daily	7:50p	6:05a	396	1	DS
	→ AS/AA INTERCHANGE				
DILLINGHAM					
Daily	9:50a	10:50a	735	0	S
X6	8:00p	10:00p	737	1	
DUTCH HARBOR					
X7	10:20a	12:30p	700	0	L
FAIRBANKS					
X7	12:10a	1:00a	99	0	
X67	7:00a	7:50a	89	0	
Daily	9:55a	10:45a	81	0	
Daily	2:25p	3:15p	93	0	
Daily	4:50p	5:40p	395	0	
Daily	4:55p	5:45p	59	0	
Daily	7:45p	8:35p	87	0	
	Effective Jan 8				
Daily	7:50p	8:40p	87	0	
	Discontinued after Jan 7				
GALENA					
Daily	8:50a	10:10a	922	0	
GLACIER BAY					
135	9:05a	11:20a	62/535	JNU	B
HOMER					
X67	5:30a	6:20a	870	0	
Daily	7:40a	8:55a	872	1	
X67	11:00a	11:50a	882	0	
X67	1:45p	3:00p	874	1	
Daily	5:30p	6:20p	876	0	
Daily	9:00p	9:50p	880	0	
HOUSTON					
HOU (HOBBY)					
Daily	1:55a	1:55p	350	2	SB
	→ AS/AA INTERCHANGE				
Daily	7:50p	7:58a	396	2	DSS
	→ AS/AA INTERCHANGE				
ILIAMNA					
Daily	8:30a	9:30a	910	0	

ANCHORAGE To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
JUNEAU					
Daily	9:05a	10:35a	62	0	B
Daily	2:45p	6:00p	66	2	S
X6	8:10p	9:40p	70	0	S
KENAI					
X67	5:30a	5:55a	822	0	
X67	7:00a	7:25a	824	0	
Daily	7:40a	8:10a	872	0	
Daily	8:00a	8:30a	826	0	
X67	9:30a	10:00a	828	0	
Daily	11:30a	12:00n	832	0	
2	12:00n	12:30p	834	0	
Daily	1:00p	1:30p	836	0	
X67	1:45p	2:15p	874	0	
Daily	2:30p	3:00p	840	0	
X67	3:15p	3:40p	842	0	
Daily	4:00p	4:30p	844	0	
Daily	5:30p	6:00p	846	0	
Daily	7:00p	7:30p	848	0	
Daily	8:30p	9:00p	850	0	
KETCHIKAN					
Daily	9:05a	1:10p	62	2	B
KING SALMON					
Daily	9:50a	11:45a	735	1	S
X6	8:00p	9:00p	737	0	
KODIAK					
X67	7:10a	8:00a	741	0	S
X7	10:00a	10:50a	743	0	S
Daily	5:00p	5:50p	745	0	S
KOTZEBUE					
X7	8:10a	11:05a	51	1	B
X6	12:15p	3:05p	50	1	S
Daily	2:25p	3:55p	53	0	S
LAS VEGAS					
Daily	12:55p	7:45p	82/196	SEA	LD
LONG BEACH					
Daily	1:55a	10:15a	350/100	SEA	SB
Daily	8:35a	4:25p	410/104	PDX	BS
LOS ANGELES					
LAX (L. A. INTERNATIONAL)					
Daily	1:55a	9:15a	350/170	SEA	SB
Daily	8:30a	5:15p	92/176	SEA	BL
Daily	8:35a	5:30p	410/194	PDX	BS
X67	1:45p	8:45p	94	1	LD
MCGRATH					
Daily	12:30p	1:30p	920	0	
NOME					
X7	8:10a	9:40a	51	0	B
X6	12:15p	1:45p	50	0	S
Daily	2:25p	5:20p	53	1	S
OAKLAND					
Daily	1:55a	9:15a	350/110	SEA	SB
X6	8:35a	5:55p	410/142	PDX	BS
X6	12:55p	8:15p	82/112	SEA	LD
X67	1:45p	8:15p	94/112	SEA	LD
ONTARIO					
Daily	1:55a	11:30a	350/106	SEA	SB
X6	8:30a	4:50p	92	2	BS
X6	12:55p	8:50p	82/178	SEA	LD
Daily	12:55p	9:55p	82/116	SEA	LD
PALM SPRINGS					
Daily	1:55a	11:30a	350/98	SEA	SBS
Daily	12:55p	9:00p	82/196	SEA	LD
PASCO (TRI-CITIES)					
X7	1:55a	8:30a	350/152	SEA	S
Daily	8:30a	3:40p	92/156	SEA	B
X6	12:55p	6:55p	82/158	SEA	L
	Discontinued after Jan 7				
X6	12:55p	7:10p	82/158	SEA	L
	Effective Jan 8				
X67	1:45p	6:55p	94/158	SEA	L
	Discontinued after Jan 7				
X67	1:45p	7:10p	94/158	SEA	L
	Effective Jan 8				

1-Monday 2-Tuesday 3-Wednesday 4-Thursday 5-Friday 6-Saturday 7-Sunday X-Except
M designates Meal Service B-Breakfast L-Lunch D-Dinner S-Snack

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Alaska Airlines

ANCHORAGE To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
PETERSBURG					
Daily	9:05a	1:35p	62/64	JNU	B
PHOENIX					
Daily	12:55p	9:30p	82/184	SEA	LD
PORTLAND					
Daily	1:55a	7:35a	350/100	SEA	S
Daily	8:30a	1:45p	92/104	SEA	B
Daily	8:35a	12:50p	410	0	B
Daily	12:55p	6:30p	82/116	SEA	L
PRUDHOE BAY/DEADHORSE					
Daily	7:20a	9:00a	56	0	B
Daily	3:20p	5:00p	57	0	S
Daily	4:55p	7:20p	59	1	S
SAINT MARY'S					
X6	11:30a	1:45p	940	1	
357	3:30p	5:45p	942	1	
SAN FRANCISCO					
Daily	1:55a	9:35a	350/98	SEA	SB
X6	8:30a	3:05p	92	1	BS
Daily	12:55p	7:30p	82	1	LD
SAN JOSE					
Daily	1:55a	10:45a	350/122	SEA	SB
X6	8:30a	6:30p	92/118	SEA	BS
SEATTLE/TACOMA INTL.					
Daily	1:55a	6:00a	350	0	S
Daily	8:30a	12:35p	92	0	B
Daily	12:55p	5:00p	82	0	L
X67	1:45p	5:50p	94	0	L
Daily	5:30p	9:35p	90	0	D
Daily	7:50p	11:50p	396	0	D
SITKA					
Daily	9:05a	11:55a	62	1	B
135	2:45p	7:10p	66	3	S
	Discontinued after Jan 7				
246	2:45p	7:10p	66	3	S
	Effective Jan 8				
SPOKANE					
X7	1:55a	7:40a	350/130	SEA	SS
Daily	8:30a	3:45p	92/134	SEA	B
X6	12:55p	7:05p	82/136	SEA	LS
	Effective Jan 8				
X6	12:55p	7:30p	82/136	SEA	LS
	Discontinued after Jan 7				
X67	1:45p	7:05p	94/136	SEA	LS
	Effective Jan 8				
X67	1:45p	7:30p	94/136	SEA	LS
	Discontinued after Jan 7				
TUCSON					
Daily	12:55p	10:35p	82/184	SEA	LD
UNALAKLEET					
X6	5:15p	6:45p	930	0	
VALDEZ					
Daily	8:30a	9:15a	800	0	
Daily	5:30p	6:15p	806	0	
WRANGELL					
Daily	9:05a	2:30p	62/64	JNU	B
YAKUTAT					
Daily	2:45p	4:45p	66	1	S

ANIAK To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X6	3:10p	4:30p	941	0	
357	7:10p	8:30p	943	0	
FAIRBANKS					
X6	3:10p	5:40p	941/395	ANC	
357	7:10p	1:00a	943/99	ANC	
JUNEAU					
X6	3:10p	9:40p	941/70	ANC	S
SEATTLE/TACOMA INTL.					
X6	3:10p	9:35p	941/90	ANC	D

BETHEL To: ☎ 907-543-3905

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	12:15p	1:20p	42	0	S
Daily	7:45p	8:50p	46	0	S
CORDOVA					
X67	12:15p	3:30p	42/66	ANC	S
FAIRBANKS					
X67	12:15p	3:15p	42/93	ANC	S
X6	7:45p	1:00a	46/99	ANC	S
JUNEAU					
X67	12:15p	6:00p	42/66	ANC	SS
KOTZEBUE					
X67	12:15p	3:55p	42/53	ANC	SS
LOS ANGELES					
LAX (L. A. INTERNATIONAL)					
X67	12:15p	8:45p	42/94	ANC	SLD
NOME					
X67	12:15p	5:20p	42/53	ANC	SS
PRUDHOE BAY/DEADHORSE					
X67	12:15p	5:00p	42/57	ANC	SS
SEATTLE/TACOMA INTL.					
X67	12:15p	5:50p	42/94	ANC	SL
Daily	7:45p	6:00a	46/350	ANC	SS
YAKUTAT					
X67	12:15p	4:45p	42/66	ANC	SS

BOISE To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	7:00a	12:25p	122/91	SEA	SSL
X7	10:45a	1:50p	153/93	SEA	SL
Daily	5:10p	8:15p	157/391	SEA	SD
	Effective Jan 8				
X6	5:40p	11:40p	157/99	SEA	SS
	Discontinued after Jan 7				
BURBANK					
X67	10:45a	3:10p	153/174	SEA	SL
X6	5:10p	7:55p	157/178	SEA	SD
	Effective Jan 8				
Daily	5:10p	9:00p	157/116	SEA	SD
	Effective Jan 8				
FAIRBANKS					
X7	10:45a	3:15p	153/93	SEA	SL
JUNEAU					
X7	10:45a	5:20p	153/67	SEA	SS
Daily	5:10p	8:30p	157/69	SEA	SD
	Effective Jan 8				
KETCHIKAN					
X7	10:45a	2:55p	153/67	SEA	SS
Daily	5:10p	7:00p	157/69	SEA	SD
	Effective Jan 8				
LAS VEGAS					
X7	7:00a	1:10p	122/192	SEA	SSL
	Discontinued after Jan 7				
X7	10:45a	2:20p	153/173	SEA	SL
	Effective Jan 8				
LONG BEACH					
X7	10:45a	4:25p	153/104	SEA	SS
LOS ANGELES					
LAX (L. A. INTERNATIONAL)					
X7	10:45a	2:35p	153/84	SEA	SL
Daily	5:10p	8:45p	157/94	SEA	SD
	Effective Jan 8				
Daily	5:40p	8:45p	157/94	SEA	SD
	Discontinued after Jan 7				
OAKLAND					
X7	10:45a	1:40p	153/126	SEA	SL
X6	5:10p	8:15p	157/112	SEA	SD
	Effective Jan 8				
X6	5:40p	8:15p	157/112	SEA	SD
	Discontinued after Jan 7				

ALASKA AIRLINES COMMUTER CARRIER OPERATED ROUTES ARE NUMBERED 500-600-700-800-900

Alaska Airlines

BOISE To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
ONTARIO					
X7	7:00a	12:20p	122	3	SSB
X67	10:45a	2:20p	153/174	SEA	SL
X7	10:45a	3:10p	153/126	SEA	SL
X6	5:10p	9:50p	157/178	SEA	SD
	Effective Jan 8				
Daily	5:10p	9:55p	157/116	SEA	SD
	Effective Jan 8				
PALM SPRINGS					
X7	7:00a	2:25p	122/114	SEA	SSLS
PHOENIX					
X7	7:00a	2:50p	122/182	SEA	SSL
X7	10:45a	4:00p	153/186	SEA	SL
Daily	5:10p	9:30p	157/184	SEA	SD
	Effective Jan 8				
PORTLAND					
X7	7:00a	10:45a	122/114	SEA	SS
X7	10:45a	1:45p	153/104	SEA	S
Daily	5:10p	6:30p	157/116	SEA	S
	Effective Jan 8				
PRUDHOE BAY/DEADHORSE					
X7	10:45a	5:00p	153/93	SEA	SLSB
			57	ANC	
SAN FRANCISCO					
X67	10:45a	3:05p	153/92	SEA	SS
SAN JOSE					
X7	7:00a	10:45a	122	2	SSB
SEATTLE/TACOMA INTL.					
X7	7:00a	8:15a	122	1	SS
X7	10:45a	11:05a	153	0	S
Daily	5:10p	5:25p	157	0	S
	Effective Jan 8				
Daily	5:40p	6:00p	157	0	S
	Discontinued after Jan 7				
SITKA					
X7	10:45a	4:15p	153/67	SEA	SS
SPOKANE					
X7	7:00a	6:55a	122	0	S
TUCSON					
X7	10:45a	5:05p	153/186	SEA	SL
Daily	5:10p	10:35p	157/184	SEA	SD
	Effective Jan 8				

BURBANK To: ☎ 818-843-0427

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X7	7:50a	1:50p	109/93	SEA	BL
Daily	8:20a	2:50p	173/441	PDX	BL
X6	3:40p	11:40p	177/99	SEA	DS
BOISE					
Daily	8:20a	4:40p	173/154	SEA	BS
FAIRBANKS					
X7	7:50a	3:15p	109/93	SEA	BL
Daily	8:20a	5:40p	173/395	SEA	BL
JUNEAU					
X7	7:50a	5:20p	109/67	SEA	BS
Daily	8:20a	5:20p	173/67	SEA	BS
KETCHIKAN					
X7	7:50a	2:55p	109/67	SEA	BS
Daily	8:20a	2:55p	173/67	SEA	BS
OAKLAND					
X6	3:40p	4:50p	177	0	
ONTARIO					
Daily	11:05a	11:30a	106	0	
X6	8:25p	8:50p	178	0	
Daily	9:30p	9:55p	116	0	
PORTLAND					
Daily	8:20a	10:25a	173	0	B
X6	6:15p	8:20p	117	0	D

BURBANK To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
PRUDHOE BAY/DEADHORSE					
Daily	8:20a	7:20p	173/395	SEA	BLS
			59	ANC	
SEATTLE/TACOMA INTL.					
X7	7:50a	10:20a	109	0	B
Daily	8:20a	11:30a	173	1	B
Daily	11:05a	2:30p	113	1	L
X6	3:40p	7:05p	177	1	D
X6	6:15p	9:25p	117	1	D
SITKA					
X7	7:50a	4:15p	109/67	SEA	BS
Daily	8:20a	4:15p	173/67	SEA	BS
SPOKANE					
X7	7:50a	11:55a	109/181	SEA	B
Daily	8:20a	12:30p	173/183	PDX	B

CHICAGO To: ☎ 800-426-0333

ORD (O'HARE)

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	3:00p	8:15p	391	1	DO
	→ AS/AA INTERCHANGE				

CORDOVA To: ☎ 907-424-7151

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	1:05p	1:45p	61	0	
FAIRBANKS					
Daily	1:05p	3:15p	61/93	ANC	
JUNEAU					
Daily	4:05p	6:00p	66	1	S
KOTZEBUE					
Daily	1:05p	3:55p	61/53	ANC	S
NOME					
Daily	1:05p	5:20p	61/53	ANC	S
PRUDHOE BAY/DEADHORSE					
Daily	1:05p	5:00p	61/57	ANC	S
SEATTLE/TACOMA INTL.					
Daily	1:05p	9:35p	61/90	ANC	D
2467	4:05p	9:45p	66	2	SD
	Discontinued after Jan 7				
1357	4:05p	9:45p	66	2	SD
	Effective Jan 8				
135	4:05p	10:45p	66	3	SD
	Discontinued after Jan 7				
246	4:05p	10:45p	66	3	SD
	Effective Jan 8				
SITKA					
135	4:05p	7:10p	66	2	S
	Discontinued after Jan 7				
246	4:05p	7:10p	66	2	S
	Effective Jan 8				
YAKUTAT					
Daily	4:05p	4:45p	66	0	S

DALLAS/ FT. WORTH To: ☎ 800-426-0333

DFW (DALLAS/FT WORTH)

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	9:45a	2:50p	441	1	BL
	→ AS/AA INTERCHANGE				
Daily	11:11a	4:15p	395	1	LL
	→ AS/AA INTERCHANGE				
FAIRBANKS					
Daily	11:11a	5:40p	395	2	LL
	→ AS/AA INTERCHANGE				
KENAI					
X67	9:45a	3:40p	441/842	ANC	BL
	→ AS/AA INTERCHANGE				

Continued next page

1-Monday 2-Tuesday 3-Wednesday 4-Thursday 5-Friday 6-Saturday 7-Sunday X-Except
M designates Meal Service B-Breakfast L-Lunch D-Dinner S-Snack

Alaska Airlines

DALLAS/FT. WORTH To: (Cont.)

DFW (DALLAS/FT WORTH)

Freq	Leave	Arrive	Flight	Stops Via	M
KENAI (Cont.)					
Daily	9:45a	4:30p	441/844	ANC	BL
	→ AS/AA INTERCHANGE				
Daily	11:11a	6:00p	395/846	ANC	LL
	→ AS/AA INTERCHANGE				
PRUDHOE BAY/DEADHORSE					
Daily	9:45a	5:00p	441/57	ANC	BLS
	→ AS/AA INTERCHANGE				
Daily	11:11a	7:20p	395/59	ANC	LLS
	→ AS/AA INTERCHANGE				

DILLINGHAM To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	11:20a	1:10p	736	1	L
X6	10:35p	11:35p	738	0	
FAIRBANKS					
Daily	11:20a	3:15p	736/93	ANC	L
X6	10:35p	1:00a	738/99	ANC	
JUNEAU					
Daily	11:20a	6:00p	736/66	ANC	LS
OAKLAND					
X67	11:20a	8:15p	736/94	ANC	LLD
			112	SEA	
X6	10:35p	9:15a	738/350	ANC	SB
			110	SEA	
PORTLAND					
X6	10:35p	7:35a	738/350	ANC	S
			100	SEA	
SEATTLE/TACOMA INTL.					
X67	11:20a	5:50p	736/94	ANC	LL
Daily	11:20a	9:35p	736/90	ANC	LD
X6	10:35p	6:00a	738/350	ANC	S

DUTCH HARBOR To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X7	1:30p	3:30p	701	0	L
FAIRBANKS					
X7	1:30p	5:40p	701/395	ANC	L
SEATTLE/TACOMA INTL.					
X7	1:30p	9:35p	701/90	ANC	LD

FAIRBANKS To: ☎ 907-452-1661

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	7:00a	7:50a	92	0	
X67	8:20a	9:10a	80	0	
Daily	11:30a	12:20p	82	0	
Daily	4:05p	4:55p	90	0	
Daily	6:25p	7:15p	396	0	
Daily	9:40p	10:30p	58	0	
ANIAK					
X6	7:00a	12:50p	92/940	ANC	
X67	8:20a	12:50p	80/940	ANC	
357	11:30a	4:50p	82/942	ANC	
BETHEL					
X67	8:20a	11:30a	80/41	ANC	S
Daily	4:05p	7:15p	90/45	ANC	D
BOISE					
X7	1:45a	10:10a	88/150	SEA	SS
Daily	7:00a	4:40p	92/154	SEA	BS
	Effective Jan 8				
Daily	7:00a	5:10p	92/154	SEA	BS
	Discontinued after Jan 7				
X6	11:30a	9:20p	82/136	SEA	LSS
	Effective Jan 8				
X6	11:30a	9:45p	82/136	SEA	LSS
	Discontinued after Jan 7				
BURBANK					
X7	1:45a	10:40a	88/106	SEA	SB
X6	7:00a	5:45p	92	4	BS
X6	11:30a	7:55p	82/178	SEA	LD
Daily	11:30a	9:00p	82/116	SEA	LD
CHICAGO ORD (O'HARE)					
Daily	7:00a	7:14p	92/410	ANC	BL
	→ AS/AA INTERCHANGE				

FAIRBANKS To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
CORDOVA					
Daily	11:30a	3:30p	82/66	ANC	
DALLAS/FT. WORTH DFW (DALLAS/FT WORTH)					
Daily	6:25p	6:05a	396	2	DS
	→ AS/AA INTERCHANGE				
DILLINGHAM					
Daily	7:00a	10:50a	92/735	ANC	S
X67	8:20a	10:50a	80/735	ANC	S
X6	6:25p	10:00p	396/737	ANC	
DUTCH HARBOR					
X7	7:00a	12:30p	92/700	ANC	L
X67	8:20a	12:30p	80/700	ANC	L
GALENA					
Daily	7:00a	10:10a	92/922	ANC	
GLACIER BAY					
135	7:00a	11:20a	92/62	ANC	B
			535	JNU	
HOMER					
X67	8:20a	11:50a	80/882	ANC	
X67	11:30a	3:00p	82/874	ANC	
Daily	4:05p	6:20p	90/876	ANC	
Daily	6:25p	9:50p	396/880	ANC	
HOUSTON HOU (HOBBY)					
Daily	6:25p	7:58a	396	3	DSS
	→ AS/AA INTERCHANGE				
Daily	9:40p	1:55p	58/350	ANC	SB
	→ AS/AA INTERCHANGE				
ILIAMNA					
Daily	7:00a	9:30a	92/910	ANC	
JUNEAU					
Daily	7:00a	10:35a	92/62	ANC	B
Daily	11:30a	6:00p	82/66	ANC	S
X6	6:25p	9:40p	396/70	ANC	S
KENAI					
Daily	7:00a	12:00n	92/832	ANC	
X67	8:20a	10:00a	80/828	ANC	
Daily	11:30a	1:30p	82/836	ANC	
Daily	4:05p	6:00p	90/846	ANC	
Daily	6:25p	9:00p	396/850	ANC	
KETCHIKAN					
Daily	7:00a	1:10p	92/62	ANC	B
KING SALMON					
Daily	7:00a	11:45a	92/735	ANC	S
X67	8:20a	11:45a	80/735	ANC	S
X6	6:25p	9:00p	396/737	ANC	
KODIAK					
X7	7:00a	10:50a	92/743	ANC	S
X67	8:20a	10:50a	80/743	ANC	S
KOTZEBUE					
X7	7:00a	11:05a	92/51	ANC	B
X67	8:20a	3:05p	80/50	ANC	S
Daily	11:30a	3:55p	82/53	ANC	S
LAS VEGAS					
Daily	11:30a	7:45p	82/196	SEA	LD
LONG BEACH					
X7	1:45a	10:15a	88/100	SEA	SB
Daily	7:00a	4:25p	92/104	SEA	BS
X6	11:30a	8:50p	82/62	SEA	LD
LOS ANGELES LAX (L A INTERNATIONAL)					
X7	1:45a	9:15a	88/170	SEA	SB
Daily	7:00a	5:15p	92/176	SEA	BL
Daily	11:30a	8:45p	82/94	SEA	LD
MCGRATH					
X67	8:20a	1:30p	80/920	ANC	
NOME					
X7	7:00a	9:40a	92/51	ANC	B
X67	8:20a	1:45p	80/50	ANC	S
Daily	11:30a	5:20p	82/53	ANC	S

ALASKA AIRLINES COMMUTER CARRIER OPERATED ROUTES ARE NUMBERED 500-600-700-800-900

Alaska Airlines

FAIRBANKS To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
OAKLAND					
X7	1 45a	9 15a	88/110	SEA	SB
X6	7 00a	5 55p	92/142	SEA	BS
X6	11 30a	8 15p	82/112	SEA	LD
ONTARIO					
X7	1 45a	11 30a	88/106	SEA	SB
X6	7 00a	4 50p	92	3	BS
X6	11 30a	8 50p	82/178	SEA	LD
Daily	11 30a	9 55p	82/116	SEA	LD
PALM SPRINGS					
X7	1 45a	11 30a	88/98	SEA	SBS
Daily	11 30a	9 00p	82/196	SEA	LD
PASCO (TRI-CITIES)					
X7	1 45a	8 30a	88/152	SEA	S
Daily	7 00a	3 40p	92/156	SEA	B
X6	11 30a	6 55p	82/158	SEA	L
	Discontinued after Jan 7				
X6	11 30a	7 10p	82/158	SEA	L
	Effective Jan 8				
PETERSBURG					
Daily	7 00a	1 35p	92/62 64	ANC JNU	B
PHOENIX					
Daily	11 30a	9 30p	82/184	SEA	LD
PORTLAND					
X7	1 45a	7 35a	88/100	SEA	S
Daily	7 00a	12 50p	92/410	ANC	B
Daily	11 30a	6 30p	82/116	SEA	L
PRUDHOE BAY/DEADHORSE					
Daily	11 30a	5 00p	82/57	ANC	S
Daily	6 15p	7 20p	58	0	S
SAINT MARY'S					
X6	7 00a	1 45p	92/940	ANC	
X67	8 20a	1 45p	80/940	ANC	
357	11 30a	5 45p	82/942	ANC	
SAN FRANCISCO					
X7	1 45a	9 35a	88/98	SEA	SB
X6	7 00a	3 05p	92	2	BS
Daily	11 30a	7 30p	82	2	LD
SAN JOSE					
X7	1 45a	10 45a	88/122	SEA	SB
X6	11 30a	7 20p	82/62	SEA	LD
SEATTLE/TACOMA INTL.					
X7	1 45a	5 55a	88	0	S
Daily	7 00a	12 35p	92	1	B
Daily	11 30a	5 00p	82	1	L
Daily	4 05p	9 35p	90	1	D
Daily	6 25p	11 50p	396	1	D
Daily	9 40p	6 00a	58/350	ANC	S
SITKA					
Daily	7 00a	11 55a	92/62	ANC	B
135	11 30a	7 10p	82/66	ANC	S
	Discontinued after Jan 7				
246	11 30a	7 10p	82/66	ANC	S
	Effective Jan 8				
SPOKANE					
X7	1 45a	7 40a	88/130	SEA	SS
Daily	7 00a	3 45p	92/134	SEA	B
X6	11 30a	7 05p	82/136	SEA	LS
	Effective Jan 8				
X6	11 30a	7 30p	82/136	SEA	LS
	Discontinued after Jan 7				
TUCSON					
Daily	11 30a	10 35p	82/184	SEA	LD
UNALAKLEET					
X6	4 05p	6 45p	90/930	ANC	
VALDEZ					
Daily	7 00a	9 15a	92/800	ANC	
Daily	4 05p	6 15p	90/806	ANC	
WRANGELL					
Daily	7 00a	2 30p	92/62 64	ANC JNU	B

FAIRBANKS To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
YAKUTAT					
Daily	11 30a	4 45p	82/66	ANC	S

GALENA To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	10 40a	12 00n	923	0	
FAIRBANKS					
Daily	10 40a	3 15p	923/93	ANC	
JUNEAU					
Daily	10 40a	6 00p	923/66	ANC	S
PORTLAND					
Daily	10 40a	6 30p	923/82 116	ANC SEA	L
PRUDHOE BAY/DEADHORSE					
Daily	10 40a	5 00p	923/57	ANC	S
SEATTLE/TACOMA INTL.					
Daily	10 40a	5 00p	923/82	ANC	L

GLACIER BAY To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
JUNEAU					
135	11 45a	12 05p	535	0	
KETCHIKAN					
135	11 45a	3 35p	535/64	JNU	
SEATTLE/TACOMA INTL.					
135	11 45a	6 55p	535/64	JNU	S

HOMER To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	6 35a	7 25a	871	0	
Daily	9 15a	10 30a	873	1	
X67	12 10p	1 00p	883	0	
X67	3 15p	4 05p	875	0	
Daily	6 35p	7 25p	877	0	
Daily	10 15p	11 25p	881	1	
FAIRBANKS					
X67	6 35a	10 45a	871/81	ANC	
Daily	9 15a	3 15p	873/93	ANC	
X67	12 10p	3 15p	883/93	ANC	
X67	3 15p	5 40p	875/395	ANC	
Daily	6 35p	8 35p	877/87	ANC	
	Effective Jan 8				
Daily	6 35p	8 40p	877/87	ANC	
	Discontinued after Jan 7				
X6	10 15p	1 00a	881/99	ANC	
JUNEAU					
X67	6 35a	10 35a	871/62	ANC	B
X67	12 10p	6 00p	883/66	ANC	S
X6	6 35p	9 40p	877/70	ANC	S
PORTLAND					
X67	6 35a	12 50p	871/410	ANC	B
Daily	9 15a	6 30p	873/82 116	ANC SEA	L
Daily	10 15p	7 35a	881/350 100	ANC SEA	S
PRUDHOE BAY/DEADHORSE					
X67	12 10p	5 00p	883/57	ANC	S
X67	3 15p	7 20p	875/59	ANC	S
SAN FRANCISCO					
X67	6 35a	3 05p	871/92	ANC	BS
Daily	9 15a	7 30p	873/82	ANC	LD
SEATTLE/TACOMA INTL.					
X67	6 35a	12 35p	871/92	ANC	B
Daily	9 15a	5 00p	873/82	ANC	L
X67	12 10p	5 50p	883/94	ANC	L
X67	3 15p	9 35p	875/90	ANC	D
Daily	6 35p	11 50p	877/396	ANC	D
Daily	10 15p	6 00a	881/350	ANC	S

1-Monday 2-Tuesday 3-Wednesday 4-Thursday 5-Friday 6-Saturday 7-Sunday X-Except
M designates Meal Service B-Breakfast L-Lunch D-Dinner S-Snack

Alaska Airlines

HOUSTON To: ☎ 800-426-0333

HOU (HOBBY)

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	7:45a	2:50p	441	2	SBL
	→ AS/AA INTERCHANGE				
Daily	9:17a	4:15p	395	2	LL
	→ AS/AA INTERCHANGE				
FAIRBANKS					
Daily	9:17a	5:40p	395	3	LL
	→ AS/AA INTERCHANGE				
PRUDHOE BAY/DEADHORSE					
Daily	7:45a	5:00p	441/57	ANC	SBLS
	→ AS/AA INTERCHANGE				
Daily	9:17a	7:20p	395/59	ANC	LLS
	→ AS/AA INTERCHANGE				

ILIAMNA To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	10:00a	11:00a	911	0	
FAIRBANKS					
Daily	10:00a	3:15p	911/93	ANC	
JUNEAU					
Daily	10:00a	6:00p	911/66	ANC	S
PORTLAND					
Daily	10:00a	6:30p	911/82 116	ANC SEA	L
SEATTLE/TACOMA INTL.					
Daily	10:00a	5:00p	911/82	ANC	L

JUNEAU To: ☎ 907-789-0800

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X7	6:50a	8:25a	73	0	B
Daily	10:30a	1:45p	61	2	S
Daily	5:55p	7:30p	67	0	S
ANIAK					
X67	6:50a	12:50p	73/940	ANC	B
357	10:30a	4:50p	61/942	ANC	S
BETHEL					
X67	6:50a	11:30a	73/41	ANC	BS
BOISE					
Daily	6:30a	4:40p	60/154	SEA	BS
	Effective Jan 8				
X6	11:20a	9:20p	62/136	SEA	SSS
	Effective Jan 8				
X6	11:20a	9:45p	62/136	SEA	SSS
	Discontinued after Jan 7				
BURBANK					
X6	6:30a	3:10p	60/174	SEA	BL
X6	11:20a	7:55p	62/178	SEA	SD
Daily	11:20a	9:00p	62/116	SEA	SD
CORDOVA					
Daily	10:30a	12:30p	61	1	S
DILLINGHAM					
X7	6:50a	10:50a	73/735	ANC	BS
X6	5:55p	10:00p	67/737	ANC	S
DUTCH HARBOR					
X7	6:50a	12:30p	73/700	ANC	BL
FAIRBANKS					
X7	6:50a	10:45a	73/81	ANC	B
Daily	10:30a	3:15p	61/93	ANC	S
Daily	5:55p	8:35p	67/87	ANC	S
	Effective Jan 8				
Daily	5:55p	8:40p	67/87	ANC	S
	Discontinued after Jan 7				

JUNEAU To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
GALENA					
X7	6 50a	10 10a	73/922	ANC	B
GLACIER BAY					
135	11 00a	11 20a	535	0	
HOMER					
X67	6 50a	11 50a	73/882	ANC	B
Daily	10 30a	6 20p	61/876	ANC	S
Daily	5 55p	9 50p	67/880	ANC	S
KENAI					
X67	6 50a	10 00a	73/828	ANC	B
X7	6 50a	12 00n	73/832	ANC	B
Daily	10 30a	3 00p	61/840	ANC	S
Daily	5 55p	9 00p	67/850	ANC	S
KETCHIKAN					
Daily	6 30a	7 20a	60	0	
Daily	11 20a	1 10p	62	1	
Daily	12 55p	3 35p	64	2	
KING SALMON					
X7	6 50a	11 45a	73/735	ANC	BS
X6	5 55p	9 00p	67/737	ANC	S
KODIAK					
X7	6 50a	10 50a	73/743	ANC	BS
Daily	10 30a	5 50p	61/745	ANC	SS
KOTZEBUE					
X67	6 50a	3 05p	73/50	ANC	BS
Daily	10 30a	3 55p	61/53	ANC	SS
LAS VEGAS					
Daily	6 30a	1 10p	60/192	SEA	BL
	Discontinued after Jan 7				
Daily	6 30a	2 20p	60/173	SEA	BL
	Effective Jan 8				
Daily	11 20a	7 45p	62/196	SEA	SD
LONG BEACH					
Daily	6 30a	4 25p	60/104	SEA	BS
X6	11 20a	8 50p	62	4	SD
LOS ANGELES LAX (L. A. INTERNATIONAL)					
Daily	6 30a	2 35p	60/84	SEA	BL
Daily	11 20a	8 45p	62/94	SEA	SD
NOME					
X67	6 50a	1 45p	73/50	ANC	BS
Daily	10 30a	5 20p	61/53	ANC	SS
OAKLAND					
Daily	6 30a	1 40p	60/126	SEA	BL
X6	11 20a	8 15p	62/112	SEA	SD
ONTARIO					
X6	6 30a	2 20p	60/174	SEA	BL
Daily	6 30a	3 10p	60/126	SEA	BL
X6	11 20a	8 50p	62/178	SEA	SD
Daily	11 20a	9 55p	62/116	SEA	SD
PALM SPRINGS					
Daily	11 20a	9 00p	62/196	SEA	SD
PASCO (TRI-CITIES)					
X6	11 20a	6 55p	62/158	SEA	S
	Discontinued after Jan 7				
X6	11 20a	7 10p	62/158	SEA	S
	Effective Jan 8				
PETERSBURG					
Daily	6 30a	10 00a	60/65	KTN	
Daily	12 55p	1 35p	64	0	
PHOENIX					
Daily	6 30a	4 00p	60/186	SEA	BL
Daily	11 20a	9 30p	62/184	SEA	SD
PORTLAND					
Daily	6 30a	1 45p	60/104	SEA	B
Daily	11 20a	6 30p	62/116	SEA	S
PRUDHOE BAY/DEADHORSE					
Daily	10 30a	5 00p	61/57	ANC	SS

ALASKA AIRLINES COMMUTER CARRIER OPERATED ROUTES ARE NUMBERED 900-800-700-600-500

Alaska Airlines

JUNEAU To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
SAINT MARY'S					
X67	6 50a	1 45p	73/940	ANC	B
357	10 30a	5 45p	61/942	ANC	S
SAN FRANCISCO					
X6	6 30a	3 05p	60/92	SEA	BS
Daily	11 20a	7 30p	62/82	SEA	SD
SAN JOSE					
X6	11 20a	7 20p	62	3	SD
SEATTLE/TACOMA INTL.					
Daily	6 30a	10 35a	60	1	B
Daily	11 20a	4 25p	62	2	S
Daily	12 55p	6 55p	64	3	S
2467	6 35p	9 45p	66	0	D
	Discontinued after Jan 7				
1357	6:35p	9 45p	66	0	D
	Effective Jan 8				
135	6 35p	10 45p	66	1	D
	Discontinued after Jan 7				
246	6 35p	10 45p	66	1	D
	Effective Jan 8				
SITKA					
Daily	11 20a	11 55a	62	0	
135	6 35p	7 10p	66	0	
	Discontinued after Jan 7				
246	6 35p	7 10p	66	0	
	Effective Jan 8				
SPOKANE					
Daily	6 30a	11 55a	60/181	SEA	B
X6	11 20a	7 05p	62/136	SEA	SS
	Effective Jan 8				
X6	11 20a	7 30p	62/136	SEA	SS
	Discontinued after Jan 7				
TUCSON					
Daily	6 30a	5 05p	60/186	SEA	BL
Daily	11 20a	10 35p	62/184	SEA	SD
UNALAKLEET					
X6	10 30a	6 45p	61/930	ANC	S
VALDEZ					
Daily	10 30a	6 15p	61/806	ANC	S
WRANGELL					
Daily	6 30a	9 10a	60/65	KTN	
Daily	12 55p	2 30p	64	1	
YAKUTAT					
Daily	10 30a	11 15a	61	0	

KENAI To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	6 15a	6 40a	823	0	
X67	7 45a	8 10a	825	0	
Daily	8 45a	9 15a	827	0	
Daily	10 00a	10 30a	873	0	
X67	10 45a	11 15a	829	0	
Daily	12 15p	12 45p	833	0	
2	12 45p	1 15p	835	0	
Daily	1 45p	2 15p	837	0	
Daily	3 15p	3 45p	841	0	
X67	4 00p	4 25p	843	0	
Daily	4 45p	5 15p	845	0	
Daily	6 15p	6 45p	847	0	
Daily	7 45p	8 15p	849	0	
Daily	9 15p	9 45p	851	0	
Daily	10 55p	11 25p	881	0	
BURBANK					
X67	7 45a	5 45p	825/92	ANC	BS
CHICAGO					
ORD (O'HARE)					
X67	7 45a	7 14p	825/410	ANC	BL
	→ AS/AA INTERCHANGE				
FAIRBANKS					
X67	6 15a	7 50a	823/89	ANC	
Daily	8 45a	10 45a	827/81	ANC	

Continued next column

KENAI To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
FAIRBANKS (Cont.)					
Daily	12:15p	3:15p	833/93	ANC	
2	12:45p	3:15p	835/93	ANC	
Daily	3:15p	5:40p	841/395	ANC	
X67	4:00p	5:40p	843/395	ANC	
Daily	6:15p	8:35p	847/87	ANC	
	Effective Jan 8				
Daily	6:15p	8:40p	847/87	ANC	
	Discontinued after Jan 7				
X6	10:55p	1:00a	881/99	ANC	
JUNEAU					
X67	7:45a	10:35a	825/62	ANC	B
Daily	1:45p	6:00p	837/66	ANC	S
X6	6:15p	9:40p	847/70	ANC	S
KETCHIKAN					
X67	7:45a	1:10p	825/62	ANC	B
LOS ANGELES					
LAX (L. A. INTERNATIONAL)					
X67	12:15p	8:45p	833/94	ANC	LD
2	12:45p	8:45p	835/94	ANC	LD
ONTARIO					
X67	7:45a	4:50p	825/92	ANC	BS
PORTLAND					
X67	7:45a	12:50p	825/410	ANC	B
Daily	10:00a	6:30p	873/82 116	ANC SEA	L
X67	10:45a	6:30p	829/82 116	ANC SEA	L
Daily	10:55p	7:35a	881/350 100	ANC SEA	S
PRUDHOE BAY/DEADHORSE					
X67	6:15a	9:00a	823/55	ANC	B
Daily	1:45p	5:00p	837/57	ANC	S
Daily	3:15p	7:20p	841/59	ANC	S
X67	4:00p	7:20p	843/59	ANC	S
SAN FRANCISCO					
X67	7:45a	3:05p	825/92	ANC	BS
Daily	10:00a	7:30p	873/82	ANC	LD
X67	10:45a	7:30p	829/82	ANC	LD
SEATTLE/TACOMA INTL.					
X67	7:45a	12:35p	825/92	ANC	B
Daily	10:00a	5:00p	873/82	ANC	L
X67	10:45a	5:00p	829/82	ANC	L
X67	12:15p	5:50p	833/94	ANC	L
2	12:45p	5:50p	835/94	ANC	L
Daily	4:45p	9:35p	845/90	ANC	D
Daily	6:15p	11:50p	847/396	ANC	D
Daily	10:55p	6:00a	881/350	ANC	S

KETCHIKAN To: ☎ 907-225-2141

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	3:30p	7:30p	67	2	S
BOISE					
Daily	7:55a	4:40p	60/154	SEA	BS
	Effective Jan 8				
X6	1:45p	9:20p	62/136	SEA	SSS
	Effective Jan 8				
X6	1:45p	9:45p	62/136	SEA	SSS
	Discontinued after Jan 7				
BURBANK					
X6	7:55a	3:10p	60/174	SEA	BL
X6	1:45p	7:55p	62/178	SEA	SD
Daily	1:45p	9:00p	62/116	SEA	SD
FAIRBANKS					
Daily	3:30p	8:35p	67/87	ANC	S
	Effective Jan 8				
Daily	3:30p	8:40p	67/87	ANC	S
	Discontinued after Jan 7				

1-Monday 2-Tuesday 3-Wednesday 4-Thursday 5-Friday 6-Saturday 7-Sunday X-Except
M designates Meal Service B-Breakfast L-Lunch D-Dinner S-Snack

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Alaska Airlines

KETCHIKAN To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
JUNEAU					
Daily	8:35a	12:15p	65	3	
Daily	3:30p	5:20p	67	1	
Daily	7:35p	8:30p	69	0	
KENAI					
Daily	3:30p	9:00p	67/850	ANC	S
LAS VEGAS					
Daily	7:55a	1:10p	60/192	SEA	BL
	Discontinued after Jan 7				
Daily	7:55a	2:20p	60/173	SEA	BL
	Effective Jan 8				
Daily	1:45p	7:45p	62/196	SEA	SD
LONG BEACH					
Daily	7:55a	4:25p	60/104	SEA	BS
X6	1:45p	8:50p	62	2	SD
LOS ANGELES					
LAX (L. A. INTERNATIONAL)					
Daily	7:55a	2:35p	60/84	SEA	BL
Daily	1:45p	8:45p	62/94	SEA	SD
OAKLAND					
Daily	7:55a	1:40p	60/126	SEA	BL
X6	1:45p	8:15p	62/112	SEA	SD
ONTARIO					
X6	7:55a	2:20p	60/174	SEA	BL
Daily	7:55a	3:10p	60/126	SEA	BL
X6	1:45p	8:50p	62/178	SEA	SD
Daily	1:45p	9:55p	62/116	SEA	SD
PALM SPRINGS					
Daily	1:45p	9:00p	62/196	SEA	SD
PASCO (TRI-CITIES)					
X6	1:45p	6:55p	62/158	SEA	S
	Discontinued after Jan 7				
X6	1:45p	7:10p	62/158	SEA	S
	Effective Jan 8				
PETERSBURG					
Daily	8:35a	10:00a	65	1	
PHOENIX					
Daily	7:55a	4:00p	60/186	SEA	BL
Daily	1:45p	9:30p	62/184	SEA	SD
PORTLAND					
Daily	7:55a	1:45p	60/104	SEA	B
Daily	1:45p	6:30p	62/116	SEA	S
SAN FRANCISCO					
X6	7:55a	3:05p	60/92	SEA	BS
Daily	1:45p	7:30p	62/82	SEA	SD
SAN JOSE					
X6	1:45p	7:20p	62	1	SD
SEATTLE/TACOMA INTL.					
Daily	7:55a	10:35a	60	0	B
Daily	1:45p	4:25p	62	0	S
2467	3:30p	9:45p	67/66	JNU	D
	Discontinued after Jan 7				
1357	3:30p	9:45p	67/66	JNU	D
	Effective Jan 8				
135	3:30p	10:45p	67/66	JNU	D
	Discontinued after Jan 7				
246	3:30p	10:45p	67/66	JNU	D
	Effective Jan 8				
Daily	4:10p	6:55p	64	0	S
SITKA					
Daily	8:35a	11:10a	65	2	
Daily	3:30p	4:15p	67	0	
SPOKANE					
Daily	7:55a	11:55a	60/181	SEA	B
X6	1:45p	7:05p	62/136	SEA	SS
	Effective Jan 8				
X6	1:45p	7:30p	62/136	SEA	SS
	Discontinued after Jan 7				

KENAI To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
TUCSON					
Daily	7:55a	5:05p	60/186	SEA	BL
Daily	1:45p	10:35p	62/184	SEA	SD
WRANGELL					
Daily	8:35a	9:10a	65	0	

KING SALMON To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	12:15p	1:10p	736	0	L
X6	9:35p	11:35p	738	1	
FAIRBANKS					
Daily	12:15p	3:15p	736/93	ANC	L
X6	9:35p	1:00a	738/99	ANC	
JUNEAU					
Daily	12:15p	6:00p	736/66	ANC	LS
OAKLAND					
X67	12:15p	8:15p	736/94 112	ANC SEA	LLD
X6	9:35p	9:15a	738/350 110	ANC SEA	SB
PORTLAND					
X6	9:35p	7:35a	738/350 100	ANC SEA	S
SEATTLE/TACOMA INTL.					
X67	12:15p	5:50p	736/94	ANC	LL
Daily	12:15p	9:35p	736/90	ANC	LD
X6	9:35p	6:00a	738/350	ANC	S

KODIAK To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	8:35a	9:25a	742	0	S
X7	11:25a	12:15p	744	0	S
Daily	6:25p	7:15p	746	0	S
FAIRBANKS					
X67	8:35a	10:45a	742/81	ANC	S
X7	11:25a	3:15p	744/93	ANC	S
Daily	6:25p	8:35p	746/87	ANC	S
	Effective Jan 8				
Daily	6:25p	8:40p	746/87	ANC	S
	Discontinued after Jan 7				
JUNEAU					
X7	11:25a	6:00p	744/66	ANC	SS
X6	6:25p	9:40p	746/70	ANC	SS
LONG BEACH					
X67	11:25a	8:50p	744/82 62	ANC SEA	SLD
LOS ANGELES					
LAX (L. A. INTERNATIONAL)					
X67	11:25a	8:45p	744/94	ANC	SLD
OAKLAND					
X67	11:25a	8:15p	744/82 112	ANC SEA	SLD
PORTLAND					
X7	11:25a	6:30p	744/82 116	ANC SEA	SL
SAN FRANCISCO					
X7	11:25a	7:30p	744/82	ANC	SLD
SAN JOSE					
X67	11:25a	7:20p	744/82 62	ANC SEA	SLD
SEATTLE/TACOMA INTL.					
X7	11:25a	5:00p	744/82	ANC	SL
Daily	6:25p	11:50p	746/396	ANC	SD

KOTZEBUE To: ☎ 907-442-3474

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X7	11:45a	1:10p	51	0	S

Continued next page

ALASKA AIRLINES COMMUTER CARRIER OPERATED ROUTES ARE NUMBERED 500-600-700-800-900

Alaska Airlines

KOTZEBUE To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE (Cont.)					
X6	3:45p	5:10p	50	0	S
Daily	4:40p	7:25p	53	1	D
BETHEL					
X6	3:45p	7:15p	50/45	ANC	SD
CORDOVA					
X7	11:45a	3:30p	51/66	ANC	S
FAIRBANKS					
X7	11:45a	3:15p	51/93	ANC	S
Daily	4:40p	8:35p	53/87	ANC	D
	Effective Jan 8				
Daily	4:40p	8:40p	53/87	ANC	D
	Discontinued after Jan 7				
JUNEAU					
X7	11:45a	6:00p	51/66	ANC	SS
X6	4:40p	9:40p	53/70	ANC	DS
LOS ANGELES LAX (L. A. INTERNATIONAL)					
X67	11:45a	8:45p	51/94	ANC	SLD
NOME					
Daily	4:40p	5:20p	53	0	
PRUDHOE BAY/DEADHORSE					
X7	11:45a	5:00p	51/57	ANC	SS
SEATTLE/TACOMA INTL.					
X67	11:45a	5:50p	51/94	ANC	SL
X6	3:45p	9:35p	50/90	ANC	SD
Daily	4:40p	11:50p	53/396	ANC	DD
SITKA					
135	11:45a	7:10p	51/66	ANC	SS
	Discontinued after Jan 7				
246	11:45a	7:10p	51/66	ANC	SS
	Effective Jan 8				
YAKUTAT					
X7	11:45a	4:45p	51/66	ANC	SS

LAS VEGAS To: ☎ 702-368-0060

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	9:20a	4:15p	191/395	SEA	BL
Daily	2:50p	8:15p	195/391	SEA	LD
	Discontinued after Jan 7				
Daily	3:00p	8:15p	116/391	SEA	LD
	Effective Jan 8				
BOISE					
Daily	9:20a	4:40p	191/154	SEA	BS
	Effective Jan 8				
Daily	9:20a	5:10p	191/154	SEA	BS
	Discontinued after Jan 7				
X6	2:50p	9:45p	195/136	SEA	LSS
	Discontinued after Jan 7				
X6	3:00p	9:20p	116/136	SEA	LSS
	Effective Jan 8				
FAIRBANKS					
Daily	9:20a	5:40p	191/395	SEA	BL
JUNEAU					
Daily	9:20a	5:20p	191/67	SEA	BS
Daily	2:50p	8:30p	195/69	SEA	LD
	Discontinued after Jan 7				
Daily	3:00p	8:30p	116/69	SEA	LD
	Effective Jan 8				
KETCHIKAN					
Daily	9:20a	2:55p	191/67	SEA	BS
Daily	2:50p	7:00p	195/69	SEA	LD
	Discontinued after Jan 7				
Daily	3:00p	7:00p	116/69	SEA	LD
	Effective Jan 8				
PALM SPRINGS					
Daily	8:20p	9:00p	196	0	
PASCO (TRI-CITIES)					
Daily	9:20a	3:40p	191/156	SEA	B
X6	2:50p	6:55p	195/158	SEA	L
	Discontinued after Jan 7				
X6	3:00p	7:10p	116/158	SEA	L
	Effective Jan 8				

LAS VEGAS To: (Cont.)

Freq	Leave	Arrive	Flight	Stops Via	M
PORTLAND					
Daily	9:20a	1:45p	191/104	SEA	B
Daily	3:00p	6:30p	116	1	L
	Effective Jan 8				
SEATTLE/TACOMA INTL.					
Daily	9:20a	11:25a	191	0	B
Daily	2:50p	5:00p	195	0	L
	Discontinued after Jan 7				
Daily	3:00p	5:10p	116	0	L
	Effective Jan 8				
SITKA					
Daily	9:20a	4:15p	191/67	SEA	BS
SPOKANE					
Daily	9:20a	3:45p	191/134	SEA	B
X6	2:50p	7:30p	195/136	SEA	LS
	Discontinued after Jan 7				
X6	3:00p	7:05p	116/136	SEA	LS
	Effective Jan 8				
Daily	3:00p	9:25p	116/197	PDX	L
	Effective Jan 8				

LONG BEACH To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X7	7:00a	1:50p	93	2	SBL
Daily	10:55a	7:00p	107/87	SEA	LD
	Effective Jan 8				
Daily	10:55a	7:15p	107/87	SEA	LD
	Discontinued after Jan 7				
X6	5:20p	11:40p	115/99	SEA	DS
BOISE					
Daily	10:55a	5:10p	107/154	SEA	LS
	Discontinued after Jan 7				
X6	10:55a	9:20p	107/136	SEA	LSS
	Effective Jan 8				
CORDOVA					
X7	7:00a	3:30p	93/66	ANC	SBL
FAIRBANKS					
X7	7:00a	3:15p	93	3	SBL
Daily	10:55a	8:35p	107/87	SEA	LD
	Effective Jan 8				
Daily	10:55a	8:40p	107/87	SEA	LD
	Discontinued after Jan 7				
JUNEAU					
X7	7:00a	5:20p	93/67	SEA	SBS
Daily	10:55a	8:30p	107/69	PDX	LD
KENAI					
X7	7:00a	3:00p	93/840	ANC	SBL
KETCHIKAN					
X7	7:00a	2:55p	93/67	SEA	SBS
Daily	10:55a	7:00p	107/69	SEA	LD
KOTZEBUE					
X7	7:00a	3:55p	93/53	ANC	SBLS
PASCO (TRI-CITIES)					
Daily	10:55a	3:40p	107/156	SEA	L
PORTLAND					
Daily	10:55a	1:10p	107	0	L
Daily	5:20p	7:30p	115	0	D
SAN JOSE					
X7	7:00a	8:05a	93	0	S
SEATTLE/TACOMA INTL.					
X7	7:00a	10:25a	93	1	SB
Daily	10:55a	2:15p	107	1	L
Daily	5:20p	8:35p	115	1	D
SPOKANE					
X7	7:00a	11:55a	93/181	SEA	SB
Daily	10:55a	3:45p	107/134	SEA	L
Daily	5:20p	9:25p	115/197	PDX	D

1-Monday 2-Tuesday 3-Wednesday 4-Thursday 5-Friday 6-Saturday 7-Sunday X-Except
M designates Meal Service B-Breakfast L-Lunch D-Dinner S-Snack

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Alaska Airlines

LOS ANGELES To: ☎ 213-620-2100

LAX (L. A. INTERNATIONAL)

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	7:00a	12:25p	171/91	SEA	BL
Daily	7:00a	1:50p	171/93	SEA	BL
Daily	8:55a	2:50p	183/441	PDX	BL
Daily	10:00a	4:15p	85/395	SEA	BL
Daily	3:20p	8:15p	179/391	SEA	LD
X6	6:15p	11:40p	99	1	DS
BOISE					
Daily	10:00a	4:40p	85/154	SEA	BS
	Effective Jan 8				
Daily	10:00a	5:10p	85/154	SEA	BS
	Discontinued after Jan 7				
X6	3:20p	9:20p	179/136	SEA	LSS
	Effective Jan 8				
X6	3:20p	9:45p	179/136	SEA	LSS
	Discontinued after Jan 7				
FAIRBANKS					
Daily	7:00a	3:15p	171/93	SEA	BL
Daily	10:00a	5:40p	85/395	SEA	BL
X6	6:15p	1:00a	99	2	DS
JUNEAU					
Daily	10:00a	5:20p	85/67	SEA	BS
Daily	3:20p	8:30p	179/69	SEA	LD
KETCHIKAN					
Daily	10:00a	2:55p	85/67	SEA	BS
Daily	3:20p	7:00p	179/69	SEA	LD
KODIAK					
Daily	10:00a	5:50p	85/395 745	SEA ANC	BLS
PASCO (TRI-CITIES)					
Daily	10:00a	3:40p	85/156	SEA	B
X6	3:20p	6:55p	179/158	SEA	L
	Discontinued after Jan 7				
X6	3:20p	7:10p	179/158	SEA	L
	Effective Jan 8				
PORTLAND					
Daily	8:55a	11:00a	183	0	B
Daily	6:00p	8:05p	197	0	D
PRUDHOE BAY/DEADHORSE					
Daily	10:00a	7:20p	85/395 59	SEA ANC	BLS
SEATTLE/TACOMA INTL.					
Daily	7:00a	9:25a	171	0	B
Daily	10:00a	12:25p	85	0	B
Daily	3:20p	5:35p	179	0	L
Daily	6:15p	8:40p	99	0	D
SITKA					
Daily	10:00a	4:15p	85/67	SEA	BS
SPOKANE					
Daily	7:00a	11:55a	171/181	SEA	B
Daily	8:55a	12:30p	183	1	B
Daily	10:00a	3:45p	85/134	SEA	B
X6	3:20p	7:05p	179/136	SEA	LS
	Effective Jan 8				
X6	3:20p	7:30p	179/136	SEA	LS
	Discontinued after Jan 7				
Daily	6:00p	9:25p	197	1	D
TUCSON					
Daily	10:40a	12:55p	190	0	S

MCGRATH To: ☎ 800-426-0333

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
Daily	2:00p	3:00p	921	0	
FAIRBANKS					
Daily	2:00p	5:40p	921/395	ANC	
PRUDHOE BAY/DEADHORSE					
Daily	2:00p	5:00p	921/57	ANC	S
SEATTLE/TACOMA INTL.					
Daily	2:00p	9:35p	921/90	ANC	D

NOME To: ☎ 907-443-2288

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X7	10:25a	1:10p	51	1	S
X6	2:25p	5:10p	50	1	S
Daily	6:00p	7:25p	53	0	D
BETHEL					
X6	2:25p	7:15p	50/45	ANC	SD
CORDOVA					
X7	10:25a	3:30p	51/66	ANC	S
FAIRBANKS					
X7	10:25a	3:15p	51/93	ANC	S
Daily	6:00p	8:35p	53/87	ANC	D
	Effective Jan 8				
Daily	6:00p	8:40p	53/87	ANC	D
	Discontinued after Jan 7				
JUNEAU					
X7	10:25a	6:00p	51/66	ANC	SS
X6	6:00p	9:40p	53/70	ANC	DS
KOTZEBUE					
X7	10:25a	11:05a	51	0	
X6	2:25p	3:05p	50	0	
LOS ANGELES LAX (L. A. INTERNATIONAL)					
X67	10:25a	8:45p	51/94	ANC	SLD
PRUDHOE BAY/DEADHORSE					
X7	10:25a	5:00p	51/57	ANC	SS
SEATTLE/TACOMA INTL.					
X67	10:25a	5:50p	51/94	ANC	SL
X6	2:25p	9:35p	50/90	ANC	SD
Daily	6:00p	11:50p	53/396	ANC	DD
SITKA					
135	10:25a	7:10p	51/66	ANC	SS
	Discontinued after Jan 7				
246	10:25a	7:10p	51/66	ANC	SS
	Effective Jan 8				
YAKUTAT					
X7	10:25a	4:45p	51/66	ANC	SS

OAKLAND To: ☎ 415-839-5686

Freq	Leave	Arrive	Flight	Stops Via	M
ANCHORAGE					
X67	7:00a	12:25p	103/91	SEA	BL
X7	7:00a	1:50p	103/93	SEA	BL
Daily	9:50a	4:15p	105/395	SEA	SL
Daily	2:45p	8:15p	69/391	SEA	SD
X6	5:20p	11:40p	177/99	SEA	DS
BOISE					
Daily	9:50a	4:40p	105/154	SEA	SS
	Effective Jan 8				
Daily	9:50a	5:10p	105/154	SEA	SS
	Discontinued after Jan 7				
X6	2:45p	9:20p	69/136	SEA	SSS
	Effective Jan 8				
X6	2:45p	9:45p	69/136	SEA	SSS
	Discontinued after Jan 7				
FAIRBANKS					
X7	7:00a	3:15p	103/93	SEA	BL
Daily	9:50a	5:40p	105/395	SEA	SL
JUNEAU					
Daily	9:50a	5:20p	105/67	SEA	SS
Daily	2:45p	8:30p	69	3	SD
KETCHIKAN					
Daily	9:50a	2:55p	105/67	SEA	SS
Daily	2:45p	7:00p	69	2	SD
KODIAK					
Daily	9:50a	5:50p	105/395 745	SEA ANC	SLS
ONTARIO					
Daily	9:10a	10:15a	120	0	S
Daily	2:05p	3:10p	126	0	

ALASKA AIRLINES COMMUTER CARRIER OPERATED ROUTES ARE NUMBERED 500-600-700-800-900

MAKING TRAVEL ARRANGEMENTS

ACTIVITY SHEET 2--SCHEDULING AIRLINE TRANSPORTATION

DIRECTIONS: Using the flight schedule pages provided, schedule Jean C. Maxwell on the appropriate flights for each segment of her trip.

A. Monday, November 26, Fairbanks to Anchorage. Ms. Maxwell wants to leave at approximately 4 p.m.

1. Flight number __________
2. Departure time __________
3. Arrival time __________

B. November 27, Anchorage to Juneau. Ms. Maxwell can't leave before 1:30 but wants to leave before 5 p.m.

1. Flight number __________
2. Departure time __________
3. Arrival time __________

C. November 28, Juneau to Fairbanks, with a stop in Anchorage for a luncheon meeting (from 12:00 to 1:30).

1. Flight number __________
   (Juneau to Anchorage)
2. Departure time __________
3. Arrival time __________
4. Flight number __________
   (Anchorage to Fairbanks)
5. Departure time __________
6. Arrival time __________

MAKING TRAVEL ARRANGEMENTS

ACTIVITY SHEET 3--PREPARING A TRAVEL APPLICATION

DIRECTIONS: Using the information from Activity Sheet 2, complete the travel application for Ms. Maxwell. She will be making this trip to meet with prospective customers. (You may need to call a travel agent or airline to determine the cost of the trip.)

TRAVEL APPLICATION

DATE ________

I, ______________________________, desire to make a trip to ________________
Name

________________________ beginning on ____________________, and returning to

my work, according to present plans, on or before __________________________

The purpose of this trip is ____

____

____

Type of transportation

☐ car

air

☐ bus

☐ train

Estimated Travel Cost ____________

Signed ____________________________
Name Title

Approved ☐

Disapproved ☐

____
Department Head Date

MAKING TRAVEL ARRANGEMENTS

INFORMATION SHEET 2--PREPARING AN ITINERARY

I. Terms and Definitions

- A. Itinerary — a detailed, day-by-day schedule of the trip.
- B. Travel Folder — a folder, manila envelope, or other similar container, for carrying any necessary paperwork (reservation confirmations, letters, reports, etc.) on a business trip.

II. The Itinerary

- A. Purpose of an itinerary
    - 1. To insure that the traveler is aware of flight schedules.
    - 2. To insure that the traveler is aware of dates and times of any scheduled meetings.
    - 3. To aid the traveler in remembering what support materials are needed for specific meetings.
    - 4. To organize the traveler's time away from the office.
- B. Formats for itineraries
    - 1. Arrangement by day and date
        - a. Person's name centered at top
        - b. Day and date at left margin
        - c. Specific times separated under each date
        - d. Activities at the right, aligned with the time of the meeting, conference, etc.
    - 2. Arrangement by activity
        - a. Person's name centered at top
        - b. Activities classified by general headings placed at left margin, e.g., all meetings listed together
        - c. Times, days, and dates listed with the meeting description.
    - 3. Typed on 8 1/2 by 11 inch paper
        - a. Equal left and right margins

        - b. Double spacing between items single spacing with items
        - c. Limited to one page if possible
    - 4. Typed on index cards
        - a. Name, date, and destination on first card
        - b. Activities for each date on a separate card
        - c. Double spacing between item, single spacing within items
        - d. One card for each day the traveler is away from the office

C. Information contained on itineraries

- 1. First entry
    - a. Day, date, time of departure; airline; flight number
    - b. Arrival time at destination
    - c. Name of person meeting traveler (if applicable)
    - d. Name of rental car agency (if applicable)
    - e. Name, address, and telephone number of hotel/motel
    - f. Time by which hotel/motel reservation must be claimed
    - g. Any meetings that will take place (time, place, individuals involved)
- 2. Other entries
    - a. Time, day, and date of meetings or conferences
    - b. Locations of meetings and other activities
    - c. Purposes of meetings
    - d. Names and positions (and telephone numbers if available) of persons to be met
    - e. Special instructions for each meeting
- 3. Final entry
    - a. Any meetings that will take place (time, place, individuals involved)
    - b. Special instructions for meetings

        - c. Day, date, time of departure; airline; flight number
        - d. Time of arrival at destination

III. The Travel Folder

- A. Purpose of a travel folder
    - 1. To organize the support materials for all meetings
    - 2. To keep all confirmations, reservations, etc., in one central location
    - 3. To provide a container for odd-sized pieces of paper, booklets, etc.
- B. Organization of the travel folder
    - 1. Material placed in folder by date
    - 2. All material for one meeting clipped together
- C. Contents of the travel folder
    - 1. The itinerary
    - 2. Airline tickets (if applicable)
    - 3. Car rental reservation card
    - 4. Hotel/motel confirmation notices
    - 5. Letters, memos, and reports regarding the trip and meetings to be attended
    - 6. Addresses and telephone numbers of people to contact
    - 7. Business cards
    - 8. Expense account forms if any
    - 9. Any other support materials noted in the itinerary

MAKING TRAVEL ARRANGEMENTS

ACTIVITY SHEET 4--PREPARING AN ITINERARY

DIRECTIONS: Using the information determined in Activities 2-3 and the information shown below, prepare an itinerary for Ms. Maxwell's trip. Arrange the itinerary by day and date and include any and all necessary information for each day.

A. Monday, November 26

1. Check-in deadline at airport is 3:00 p.m.
2. Pick up rental car at Anchorage airport Budget Rent-a-Car.
3. Check-in deadline at Hotel Captain Cook is 6:00 p.m.

B. Tuesday, November 27

1. Meeting with Mr. Pat Florence at Federal Building, 701 C Street--2nd floor, room 203--at 9 a.m. (Telephone 271-1111)
2. Meeting and lunch at 11 a.m. with Mr. John Smith at Zeppo's.
3. Return rental car by 1:30 p.m.
4. Check-in deadline at airport is 1:45 p.m.
5. Take airport limo to hotel.
6. Check in deadline at Baranof Hotel is 7:00 p.m.
7. Reception at Baranof Hotel at 8:30 p.m. in Gold Room.

C. Wednesday, November 28

1. Take airport limo to airport.
2. Check-in deadline at airport is 5:50 a.m.
3. Ms. Jane Austin will meet you at airport for 9:00 a.m. meeting in Board Room at airport.
4. Take taxi to Sheraton Hotel for luncheon meeting at 12:00 with Mr. Fred Jones.
5. Take taxi to airport for 3:50 check-in deadline.

MAKING TRAVEL ARRANGEMENTS

INFORMATION SHEET 3--PREPARING A TRAVEL VOUCHER/EXPENSE REPORT

I. Terms and Definitions

A. Communication expense--expenses incurred for placing business telephone calls or for mailing or telegraphing items while on a business trip.

B. Entertainment expense--expenses incurred for taking a client or business associate to dinner or in some other way entertaining a client or prospective client or customer.

C. Expense report--a reporting form used by business persons to record various expenses incurred while doing business for the employing firm.

D. Lodging expense--the price, plus tax, of the room rented.

E. Meals expense--the cost of any and all meals consumed while on company business.

F. Other expense--any expense that cannot be categorized under any other title on an expense report, e.g., gratuities, duplication of materials, etc.

G. Receipts--proof of expenses incurred; usually copies of bills paid by the traveler to be submitted with the expense report to support a claim for reimbursement of travel expenses.

H. Transportation expense--the amount a traveler pays for any and costs for transportation, including personal car mileage to and from the airport, airline tickets, rental automobile, etc.

II. The Travel Voucher/Expense Report

A. Purpose of a travel voucher/expense report

1. To keep an accurate, itemized record of any business-related expenses.

2. As a basis for claiming reimbursement for expenses incurred.

3. As a basis for income tax deductions for any business-related expenses not reimbursed by the employing firm.

4. As an accounting record for the employing firm.

5. As a means of documenting expenditures from an established expense account.

6. As a record of client and potential client contacts.

7. As a summary of business-related activities of employees.

B. Reporting expenses on a travel voucher/expense report

1. Communication expense

    a. Telephone calls

    b. Mailing expenses

    c. Telegraph expenses

    (NOTE: Sometimes combined with Other Expense.)

2. Entertainment expense

    a. Dinners with clients or potential clients

    b. Lounge bills for after-dinner entertainment

    c. Coffee and other snack expenses

    d. Tickets to plays, musicals, etc., for entertaining clients or potential clients

    (NOTE: Sometimes combined with Other Expense.)

3. Lodging expense

    a. Base cost of the room rented

    b. Any applicable taxes applied to rental of the room

4. Meals expense

    a. Actual cost of any and all meals consumed while traveling on business

    b. May be broken down by meal, or reported as a daily total or trip amount

    (NOTE: Sometimes combined with Lodging Expense.)

5. Other expense

    a. Any expense that cannot be categorized under an existing title on the expense report

    b. Gratuities, cleaning and pressing, duplication of necessary support materials for meetings, etc.

6. Transportation expense

   a. Actual cost of airline tickets, train tickets, etc.

   b. Rental automobile expense unless categorized under another title

   c. Personal car mileage multiplied by the cost allowed for each mile traveled (unless paid under a separate category)

   d. Taxi and local bus expense unless categorized under another title

      (NOTE: Expenses may be listed by date or may be combined as a total for each category on a specific trip (the decision should be based upon company policy and the forms used.)

MAKING TRAVEL ARRANGEMENTS

ACTIVITY SHEET 5--PREPARING A TRAVEL VOUCHER/EXPENSE REPORT

DIRECTIONS: Using the information determined in Activities 2-4 and the information shown below, prepare a travel expense report on the form provided.

Jean C. Maxwell
4201 University Drive
Fairbanks, AK 99701

Employee No.: 1-457-80-2457

Account No.: 4402-9134

Expenses:

November 26:	Dinner--$16.50; Gratuity--$2.50 Hotel--$85.00; Hotel parking--$10.00
November 27:	Breakfast--$5.75; Gratuity--$.90; Lunch (Entertainment)--$25.00; Gratuity--$4.00; Dinner--$20.00; Gratuity--$3.00; Airport Limo--$10.00; Hotel--$85.00
November 28:	Breakfast--$6.00; Gratuity--$.90; Lunch (Entertainment)--$24.50; Gratuity--$3.75; Airport Limo--$10.00; Taxi--$24.00
Airline ticket:	$609.12
Car rental:	$ 39.95

TRAVEL EXPENSE REPORT

Name and Address	Employee No. ______ Account No. ______ Dates of Trip From ____ To ______ Departure From ______ Destination ______

Purpose of Trip ______

Total EXPENSES	AMOUNT
Transportation (airfare, taxi, etc.)	
Meals and Lodging	
Other travel expenses	
Total	

ACTUAL EXPENSE SCHEDULE

DATE	MISC	MEALS	LODGING	TOTAL	DATE	MISC	MEALS	LODGING	TOTAL
▨	▨	▨	▨	▨	$	TOTAL ACTUAL EXPENSES CLAIMED			$

I certify that the expense account above rendered totaling $ ______
is true, correct, and unpaid.

______ Signature Date

Date approved for payment ______ , 19 ____

______ Department Head Date

______ Fiscal Office Date

MAKING TRAVEL ARRANGEMENTS
ANSWERS TO ACTIVITY SHEETS

Activity Sheet 1

1. 7:40 a.m.
2. 1:45 a.m.
3. #60
4. Anchorage
5. Yes, No

Activity Sheet 2

A-1. 90
2. 4:05 p.m.
3. 4:55 p.m.

B-1. 66
2. 2:45 p.m.
3. 6:00 p.m.

C-1. 73
2. 6:50 a.m.
3. 8:25 a.m.
4. 395
5. 4:50 p.m.
6. 5:40 p.m.

Activity Sheet 3

TRAVEL APPLICATION

DATE Current

I, Jean Maxwell, desire to make a trip to Anchorage
Name

and Juneau beginning on November 26, 19--, and returning to my work, according to present plans, on or before November 29, 19--

The purpose of this trip is to meet with prospective customers.

Type of transportation

☐ car
☒ air
☐ bus
☐ train

Estimated Travel Cost $1,000.00

Signed Jean C. Maxwell
Name Title

Approved ☐

Disapproved ☐

Department Head Date

Activity Sheet 4

ITINERARY

Jean Maxwell

Monday, November 26

3:00 p.m.	Check in at airport.
4:05 p.m.	Depart on AA #90.
4:55 p.m.	Arrive in Anchorage. Pick up Budget Rent-a-Car.
6:00 p.m.	Check in at Hotel Captain Cook.

Tuesday, November 27

9:00 a.m.	Meeting with Mr. Pat Florence at Federal Building, 701 C Street, 2nd floor, room 203 (277-1111).
11:00 a.m.	Meet for lunch with Mr. John Smith at Zeppo's.
1:30 p.m.	Return rental car.
1:45 p.m.	Check in at airport.
2:45 p.m.	Depart on AA #66.
6:00 p.m.	Arrive in Juneau. Take airport limo to hotel.
7:00 p.m.	Check in at Baranof Hotel.
8:30 p.m.	Attend reception at Baranof Hotel Gold Room.

Wednesday, November 28

5:30 a.m.	Take airport limo to airport.
5:50 a.m.	Check in at airport.
6:50 a.m.	Depart on AA #73.
8:25 a.m.	Arrive in Anchorage. Ms. Jane Austin will meet you.
9:00 a.m.	Meet with Ms. Jane Austin in Board Room at airport.
11:30 a.m.	Take taxi to Sheraton Hotel.
12:00 p.m.	Meet for lunch with Mr. Fred Jones in Cafe at Sheraton Hotel.
3:00 p.m.	Take Taxi to airport.
3:50 p.m.	Check in at airport.
4:50 p.m.	Depart on AA #395.
5:40 p.m.	Arrive in Fairbanks.

TRAVEL EXPENSE REPORT

Name and Address Jean C. Maxwell 4201 University Drive Fairbanks, AK 99701	Employee No. 1-4 7-80-2457 Account No. 4402-9134 Dates of Trip From 11/26 To 11/28 Departure From Fairbanks Destination Anchorage, Juneau

Purpose of Trip to meet with prospective customers

Total EXPENSES	AMOUNT
Transportation (airfare, taxi, etc.)	$ 693.07
Meals and Lodging	282.80
Other travel expenses	10.00
Total	$ 985.87

ACTUAL EXPENSE SCHEDULE

DATE	MISC	MEALS	LODGING	TOTAL	DATE	MISC	MEALS	LODGING	TOTAL
11/26	10.00	19.00	85.00	114.00					
11/27	10.00	58.65	85.00	153.65					
11/28	34.00	35.15	—	69.15					
						TOTAL ACTUAL EXPENSES CLAIMED			$ 336.80

I certify that the expense account above rendered totaling $ 985.87 is true, correct, and unpaid.

Jean C. Maxwell 11/29
Signature Date

Date approved for payment ______________ 19 ___

Department Head Date

Fiscal Office Date

MAKING TRAVEL ARRANGEMENTS

UNIT TEST

A. Match the correct term to its definition by placing the letter in the appropriate space.

_____1. A book arranged by departure and arrival cities that provides information on all airlines, flight numbers, type of aircraft used, meals served, etc.

_____2. A form on which the cost of any single business trip can be estimated.

_____3. A condensed version of an airline guide, prepared by each individual airline, which lists departure and arrival cities, flight numbers, etc.

_____4. A guide organized by city and state which includes names, addresses, and telephone numbers of the hotels/motels in and around a city; the types of rooms available, etc.

_____5. A listing of all cities within a state or region and the mileage from the home base of a particular firm to the city listed.

_____6. A maximum amount of money that a company will reimburse its employees for each day spent traveling on company business.

_____7. An employee of a travel agency who arranges transportation, rental automobiles, lodging, and other travel-related services for customers of the agency.

_____8. A form filled out by a traveler to get permission from the employing firm to make a business trip.

_____9. A detailed, day-by-day schedule of a trip.

_____10. A folder, manila envelope, or other similar container, for carrying any necessary paperwork on a business trip.

_____11. Expenses incurred for placing business telephone calls or for mailing or telegraphing items while on a business trip.

_____12. Expenses incurred for taking a client or business associate to dinner or in some other way entertaining a client or prospective client.

_____13. A reporting form used by business persons to record various expenses incurred while doing business for the employing firm.

_____14. The price, plus tax, of the room rented.

_____15. The cost of any and all meals consumed while on company business.

_____16. Any expense that cannot be categorized under any other title on an expense report, e.g., gratuities, duplication of materials, etc.

_____17. Proof of expenses incurred.

_____18. The amount a traveler pays for any costs for transportation, including personal car mileage, airline tickets, rental automobile, etc.

A. Airline Guide
B. Communication Expense
C. Entertainment Expense
D. Estimate of Travel Expenses
E. Expense Report
F. Flight Schedule
G. Hotel/Motel Guide
H. Itinerary
I. Lodging Expense
J. Meals Expense
K. Mileage Chart
L. Other Expense
M. Per Diem
N. Receipts
O. Transportation Expense
P. Travel Agent
Q. Travel Application
R. Travel Folder

B. Using the list provided at the right, identify the pieces of information required when making the various types of travel reservations, by listing the appropriate identifying letters in the spaces provided. (NOTE: Answers may apply to more than one type of reservation.)

1. Airline reservations
2. Lodging reservations
3. Rental car reservations

A. Arrival date and time
B. Class of service desired
C. Confirmation requested
D. Credit card number for billing
E. Dates on which car will be picked up and returned
F. Departure date and time
G. Departure and return dates
H. Destination
I. Employing firm
J. Local telephone number for traveler
K. Method of payment to be used
L. Name, address, and telephone number of traveler
M. Number of persons in party
N. Preferred airline
O. Preferred departure and arrival times
P. Room rate allowed
Q. Type of car desired
R. Type of room desired

C. List the information required in the section of the itinerary that is identified.

1. First entry

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

2. Final entry

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Other entries

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

D. Circle the numbers that precede the items that would be included in a travel folder.

1. Addresses and telephone numbers of people to contact
2. Airline tickets (or other transportation tickets)
3. Business cards
4. Car keys
5. Car rental reservation card
6. Expense account forms
7. Hotel/motel confirmation notices
8. Itinerary
9. Letters, memos, reports, regarding the trip being taken
10. Pens, pencils, erasers, and so forth
11. Résumé
12. Steno notebook
13. Support materials noted on the itinerary
14. Travel application

E. Classify the following expenses by the category into which they would be included on an expense report. On the line provided, identify the appropriate category by using one of the following letters:

L = Lodging expense

M = Meals expense

O = Other expense

T = Transportation expense

_____1. Cost of a hotel room

_____2. Dinner for a potential client

_____3. Dinner from room service

_____4. Airport parking

_____5. Cost of a rental car

_____6. Taxes applied to a hotel room

_____7. Breakfast in the hotel dining room

_____8. Tip for the baggage handler at the airport

_____9. Gas for personal car to and from the airport

____10. Airline tickets

____11. Duplication of report to be given to board members

____12. Lunch at the airport

____13. Telephone calls back to home office

____14. Laundry bill while at hotel

____15. Limousine service from the airport to the hotel

MAKING TRAVEL ARRANGEMENTS
ANSWERS TO UNIT TEST

A.
1. A
2. D
3. F
4. G
5. K
6. M
7. P
8. Q
9. H
10. R
11. B
12. C
13. E
14. I
15. J
16. L
17. N
18. O

B.
1. Airline reservations

   B, D, G, H, J, L, N, O

2. Lodging reservations

   A, C, F, I, K, L, M, P, R

3. Rental car reservations

   E, I, L, Q

C.
1-a. Day, date, time of departure; airline; flight number
  b. Arrival time at destination
  c. Name of person meeting traveler (if applicable)
  d. Name of rental car agency (if applicable)
  e. Name, address, and telephone number of hotel/motel
  f. Time by which hotel/motel reservation must be claimed
  g. Any meetings that will take place (time, place, participants)

2-a. Any meetings that will take place (time, place, participants)
  b. Special instructions for meetings
  c. Day, date, time of departure; airline; flight number
  d. Time of arrival at destination

3-a. Time, day, and date of meetings or conferences
  b. Locations of meetings and other activities
  c. Purposes of meetings
  d. Names and positions (telephone numbers) of individuals to be met
  e. Special instructions for each meeting

D. 1. 1
2. 2
3. 3
4. 5
5. 6
6. 7
7. 8
8. 9
9. 13

E. 1. L
2. O
3. M
4. O
5. T
6. L
7. M
8. O
9. T
10. T
11. O
12. M
13. O
14. O
15. T